





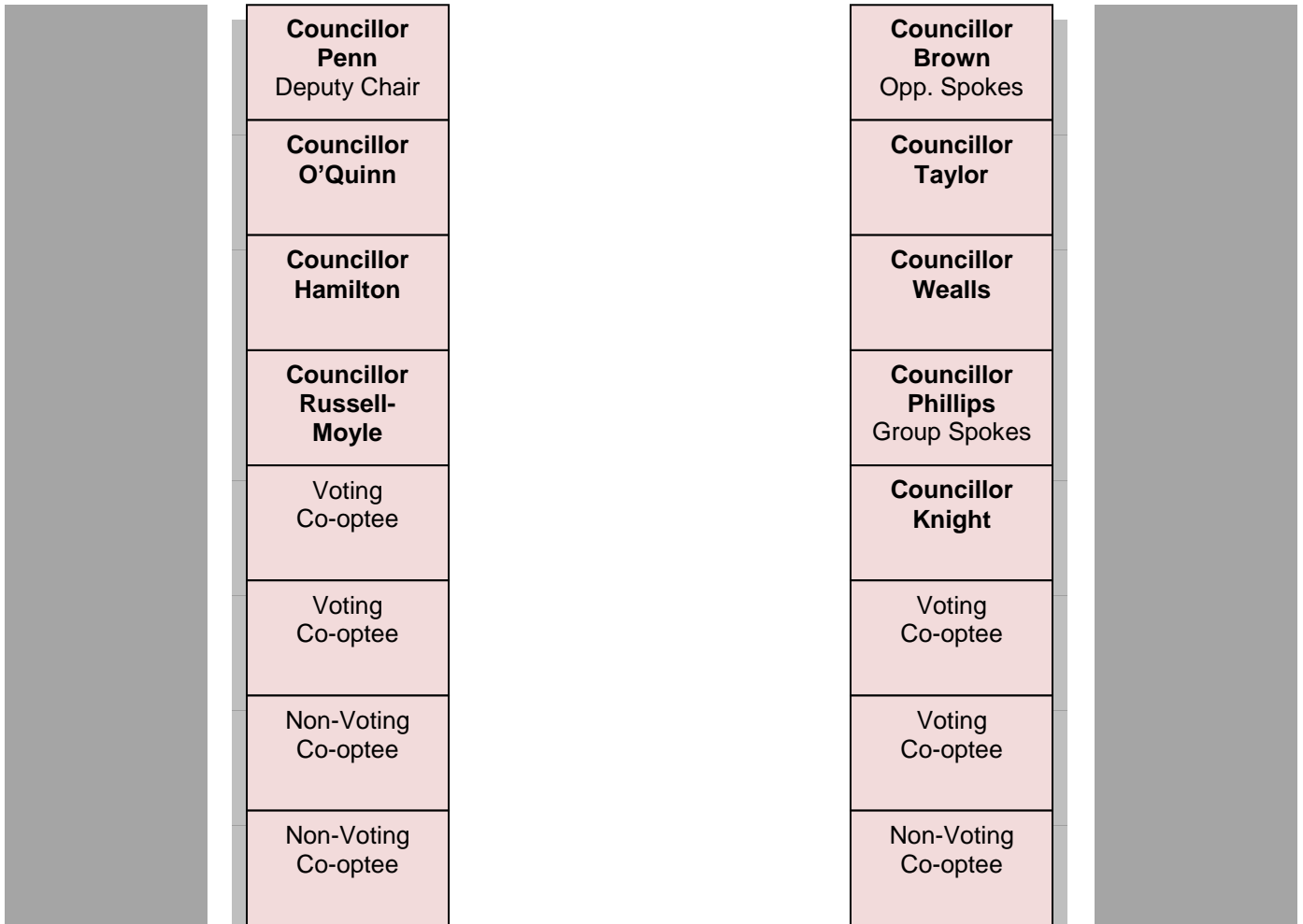
Brighton & Hove
City Council

Children, Young People & Skills Committee

Title:	Children, Young People & Skills Committee
Date:	19 June 2017
Time:	4.00pm
Venue	Council Chamber, Hove Town Hall, Norton Road, Hove, BN3 4AH
Members:	Councillors: Chapman (Chair), Penn (Deputy Chair), Brown (Opposition Spokesperson), Hamilton, Phillips (Group Spokesperson), Knight, O'Quinn, Russell-Moyle, Taylor and Wealls
	Voting Co-opted Members: Ann Holt, Martin Jones, Amanda Mortensen and Marie Ryan
	Non-Voting Co-opted Members: Ben Glazebrook (Youth Works Representative)
Contact:	John Peel Democratic Services Officer 01273 291058 john.peel@brighton-hove.gov.uk
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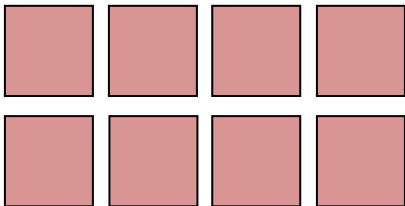
Democratic Services: Children, Young People & Skills Committee

AD of Children's Services	ED of Children's Services	Councillor Chapman Chair	Legal Officer	Democratic Services Officer
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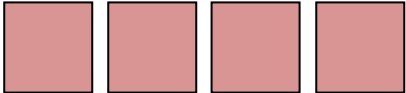


Public Speaker/
Officer Speaking

Public Seating



Press



AGENDA

1 PROCEDURAL BUSINESS

(a) Declaration of Substitutes: Where Councillors are unable to attend a meeting, a substitute Member from the same Political Group may attend, speak and vote in their place for that meeting.

(b) Declarations of Interest:

- (a) Disclosable pecuniary interests;
- (b) Any other interests required to be registered under the local code;
- (c) Any other general interest as a result of which a decision on the matter might reasonably be regarded as affecting you or a partner more than a majority of other people or businesses in the ward/s affected by the decision.

In each case, you need to declare

- (i) the item on the agenda the interest relates to;
- (ii) the nature of the interest; and
- (iii) whether it is a disclosable pecuniary interest or some other interest.

If unsure, Members should seek advice from the committee lawyer or administrator preferably before the meeting.

(c) Exclusion of Press and Public: To consider whether, in view of the nature of the business to be transacted, or the nature of the proceedings, the press and public should be excluded from the meeting when any of the following items are under consideration.

NOTE: *Any item appearing in Part Two of the Agenda states in its heading the category under which the information disclosed in the report is exempt from disclosure and therefore not available to the public.*

A list and description of the exempt categories is available for public inspection at Brighton and Hove Town Halls.

2 MINUTES

To consider the minutes of the meeting held on 6 March 2017 (copy attached).

4 CALL OVER

- (a) Items (8 - 16) will be read out at the meeting and Members invited to reserve the items for consideration.
- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

5 PUBLIC INVOLVEMENT

19 - 20

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;
 - (i) Give our Children a Secondary School Place in Catchment
 - (ii) Queens Park Nursery School
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 12 June 2017;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 12 June 2017.

6 MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

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

7 SCHOOL OFSTED PRESENTATION

Update on Ofsted Inspections held since the last meeting of the Committee (copy to follow)

8 SPECIAL SCHOOL & PRU REORGANISATION

21 - 94

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

Contact Officer: Regan Delf
Ward Affected: All Wards

Tel: 01273 293504

CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

- 9 DEVELOPMENTS IN MENTAL HEALTH SERVICES FOR CHILDREN AND YOUNG PEOPLE 95 - 104**
- Report of the Executive Director- Families, Children & Learning (copy attached).
- Contact Officer: Gill Brooks Tel: 01273 574635*
Ward Affected: All Wards
- 10 EARLY YEARS STRATEGY 105 - 136**
- Report of the Executive Director- Families, Children & Learning (copy attached).
- Contact Officer: Caroline Parker Tel: 01273 293587*
Ward Affected: All Wards
- 11 RAISING LOWER AGE RANGE FROM THREE TO FOUR AT QUEEN'S PARK AND MIDDLE STREET PRIMARY SCHOOLS 137 - 180**
- Report of the Executive Director- Families, Children & Learning (copy attached).
- Contact Officer: Vicky Jenkins Tel: 01273 296110*
Ward Affected: All Wards
- 12 THE USE OF SECTION 106 CONTRIBUTIONS FOR EDUCATION 181 - 220**
- Report of the Executive Director- Families, Children & Learning (copy attached).
- Contact Officer: Richard Barker Tel: 01273 290732*
Ward Affected: All Wards
- 13 DRUG, ALCOHOL AND TOBACCO EDUCATION GUIDANCE FOR EDUCATIONAL SETTINGS 221 - 264**
- Report of the Executive Director- Families, Children & Learning (copy attached).
- Contact Officer: Sam Beal Tel: 01273 293533*
Ward Affected: All Wards
- 14 ANALYSIS OF OUTCOMES FOR BLACK MINORITY ETHNIC (BME) CHILDREN AND YOUNG PEOPLE IN BRIGHTON AND HOVE 265 - 288**
- Report of the Executive Director- Families, Children & Learning (copy attached).
- Ward Affected: All Wards*

15 BRIGHTON & HOVE YOUTH JUSTICE STRATEGY 2017-19 289 - 324

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

Contact Officer: Anna Gianfrancesco Tel: 01273 293966
Ward Affected: All Wards

**16 FAMILIES, CHILDREN & LEARNING ANNUAL REPORT 2016/17 AND 325 - 338
LOOKING AHEAD**

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

Contact Officer: Carolyn Bristow Tel: 01273 291288
Ward Affected: All Wards

17 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 20 July 2017 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

CHILDREN, YOUNG PEOPLE & SKILLS 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.

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Electronic agendas can also be accessed through our meetings app available through www.moderngov.co.uk

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

If you have any queries regarding this, please contact the Head of Democratic Services or the designated Democratic Services Officer listed on the agenda.

For further details and general enquiries about this meeting contact John Peel, (01273291058), email john.peel@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk

Date of Publication - Friday, 9 June 2017

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

4.00pm 6 MARCH 2017

COUNCIL CHAMBER, HOVE TOWN HALL, NORTON ROAD, HOVE, BN3 3BQ

MINUTES

Present:

Councillors

Councillor Chapman (Chair), Councillor Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Daniel, Knight, Taylor, Russell-Moyle, Mac Cafferty, Cattell, Miller, Moonan and O'Quinn

Co-optees

Mr J Cliff, Ms A Holt, Ms B Connor, Mr B Glazebrook and Mr M Jones

PART ONE

67 PROCEDURAL BUSINESS

67(a) Declarations of substitutes

67.1 Councillor Cattell declared she was a substitute for Councillor Penn

Councillor O'Quinn declared she was a substitute for Councillor Bewick

Councillor Miller declared he was a substitute for Councillor Wealls

67(b) Declarations of interest

67.2 Mr M Jones declared a declared a personal but non-pecuniary interest in Item 75, as his wife worked at Hillside School.

Councillor Cattell declared that she was a governor at Downs Junior School.

Councillor Miller declared that's he was a governor at Longhill Secondary School.

Councillor O'Quinn declared that she was a governor at the Connected Hub

67(c) Exclusion of press and public

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).

67.3 RESOLVED- That the press and public not be excluded

68 MINUTES

68.1 RESOLVED: That the Minutes of the meeting held on 9 January 2017 be agreed and signed as a correct record.

69 CHAIR'S COMMUNICATIONS

69.1 The Chair gave the following communication:

I would like to begin by thanking Councillor Bewick for his time Chairing the committee, and all the work he undertook for this Committee. I am proud to have now been appointed Chair, and look forward to working with you all.

I would like to welcome Josh Cliff, as the new Youth Council representative to the Committee.

Youth Service

Members of the committee will be aware that there were initial proposals to reduce the overall funding for youth provision next year by £800,000. Questions were asked about this at the last meeting of the committee and young people also asked questions at other committee meetings and a petition was presented at Full Council. Following the initial proposal the level of savings were reduced by £205,000 (of which £100,000 was for one year only). At the recent Budget Council the savings were reduced by a further £440,000 of which £250,000 is funded via the Housing Revenue Account. Officers are looking at a redesign of the provision that both reflects the new level of funding, but which also includes engagement with council housing residents. Once these have been developed we will share this with young people and the sector.

LGA Peer Review of Safeguarding

In September 2016 the Families, Children & Learning Directorate invited the LGA to the city to carry out an independent review of our safeguarding services. We wanted an external view to check on the progress we had made since our Ofsted inspection in 2015. The report has now been published and their key findings were:

- Social workers and support staff at every level were impressive
- Improvement actions set by Ofsted are being addressed and are integrated into ongoing service planning
- The new model of practice in social work is helping to promote a learning culture where staff at all levels have confidence and are motivated to improve

- Among those that received praise are our legal services team, the performance officers and system plus the range of bespoke provision in place to support our most vulnerable residents.

There is still work to be done, however this process helped give us assurance that our improvement plans are taking us in the right direction. I would like to thank everyone who was involved in meeting with the LGA team.

Ofsted Inspection of the Friends Centre

Ofsted have recently inspected the Friend's Centre, a provider of adult learning in the city, and their provision has been rated as good. Brighton & Hove City Council works in close partnership with the Friends Centre which delivers some of the key priorities for the City Employment and Skills Plan. Officers talked to the Ofsted Inspectors about the focus on developing skills for those learners who have significant barriers to learning and employment, and how this partnership supports those in the areas of highest deprivation in the city. The positive outcome from the recent inspection reinforces the significance of the Friends Centre in the delivery of adult learning locally.

70 CALL OVER

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

- Item 73
- Item 74
- Item 75
- Item 77
- Item 78
- Item 79
- Item 80
- Item 81

71 PUBLIC INVOLVEMENT

71a Petitions

71.1 The Committee considered a petition signed by 1350 people regarding school catchment areas. The petition had been presented by Ms S Fearn at the Council meeting held on 26 January 2017. The petition stated:

"We believe that every child in Brighton and Hove should be treated fairly. The University of Brighton intend to provide a Secondary school for children in the central AND the east of the city which will open in 2018. For the first year, any child in the city can apply. However, the working party have recommended that the new school should be located in the central catchment from 2019. (Dorothy Stringer/Varndean school catchment which would be increased towards the west of the city to Montpelier Road). They also recommend that Coldean should be moved into the BACA catchment whilst the other existing catchments would remain the same. In effect, children in the BACA (Moulsecoomb/Bevendean including Coombe road area), Longhill (Whitehawk, Woodingdean, Ovingdean, Rottingdean and part of Saltdean), PACA (Portslade, Mile

Oak) and Patcham (Patcham, Hollingbury and Westdene) will have ONE "choice/preference" whilst children in the central catchment will have THREE choices. This is unfair and contradicts the School Admissions Code (2014) which states that admission policies should be 'fair, clear and objective'.

We, the undersigned, ask Brighton and Hove City Council to end this unfairness and inequity and ask that children from all over the city are given at least two secondary schools in their catchment area so that ALL children have a choice."

71.2 The Chair gave the following response:

Thank you for the petition that has been referred from the Council meeting in January. We have noted its comments and will take the views expressed into consideration when we come to review the secondary school catchment areas at the time the permanent site of the new school is known. The premise that all catchment areas contain at least two schools is one that we shall actively consider further for the whole city and should not be ruled out at this stage. I recognise that parents in the catchment areas of BACA, PACA Longhill and Patcham do not have the same opportunities and where possible we should be fair to all.

71b **Written Questions**

71.3 There were none.

71c **Deputations**

71.4 The Committee considered a deputation regarding school allocation.

The Deputation stated:

We are a group of parents from the Varndean/Stringer catchment area, parents of some of the 16% of year 6 pupils across Brighton and Hove shocked and devastated that we did not achieve a school allocation from any of our three preferences. Instead we have had a life changing decision made about our children's education beyond our control and in a school that has been deemed as 'requires improvement' in all five effectiveness areas of Ofsted; an educational and social environment that we know our children would not thrive in. This is in direct contrast to the recent quote by Head Teachers in their joint letter to parents, pupils and the public this week. '...standards in secondary schools in our city are high and this truth continues to be validated by a succession of Ofsted inspections'.

Our children have been given an LEA allocation;

- *That is in a community that they have no knowledge or experience of, or social connections with*
- *Which requires them to travel miles away from the city on their own on public transport.*
- *Where 'School leaders have not improved the quality of teaching and outcomes consistently since the previous inspection'. Ofsted 2016*
- *Where 'Teaching does not consistently provide work that is well matched to the range of attainment of pupils in the class' Ofsted 2016*

To quote Councillor Daniel Chapman, Head of Children's, Young people and Skills Committee; 'We have always tried our best to ensure parents are offered a place in their catchment area if they apply for one'

There are 147 families throughout the city that disagree with you, an increase of 28% on last year's figure, where 106 preferences were not offered. These 'unlucky' families are now to be placed in a re-allocation pool with all other families who may have already received one of their preferences.

This is an unfair system and does not honour your statement in ensuring these catchment area preferences for parents. Our children are being penalised for entering secondary school in a year where the council has failed to adequately plan a new school or offer additional places, in time for an overburdened catchment area. The council knew this was going to be a problem as far back as 2014. In 2014 Councillor Sue Shanks said 'At present there are enough secondary places city-wide for the numbers of students requiring them, but we are acutely aware that secondary school numbers will be going up significantly in the next few years'.

Our children are the now victims of this failure.

In 2015-16 and 2016-17 the council was given specific government funds totalling £24 million to provide extra places. eg:

- 2014 - 22 extra children were divided between Varndean and Dorothy Stringer.*
- 2016- 28 extra children were divided between Varndean and Dorothy Stringer.*

Whilst the random allocation system seems fair, it is utterly devastating for the unlucky minority. In the last three years, the council have made a commitment to placing all children in a catchment school or one of their preferences. Why is there no commitment for our children?

We are demanding the following:

- 1. That you commit to providing additional places for all children in their catchment area if they apply for one, as you have in previous years. We would like the same equality of opportunity. We ask that the council and the Head Teachers work together to make this possible. To quote Andrew Stevenson, Business manager of Varndean School, 'The school is happy to take part in regular reviews of admissions arrangements to respond to demographic changes and needs of families'.*
- 2. Following the school registration deadline of March 15th, these 57 children must be given priority before the reallocation pool is opened to everybody. Under the current system, a child who has already been allocated a catchment place has the same priority as a child who has not been allocated any of their preferences. This seems wholly unjust and unfair.*
- 3. To meet with councillors of the Children, Young Peoples and Skills Committee as a matter of urgency (this week) to seek solutions to the points raised above.*

As a result of your failure to provide our children with one of their preferences, they are already suffering emotional distress, feeling socially isolated and feel treated unfairly compared to their peers. In a highly pressurised year, with imminent SATS exam, the end of their primary school years and pre-existing worries about starting a new school, this additional anxiety of moving to a school far from their community is making them fearful about their futures. Sending children to schools which are deemed by Ofsted to require improvement could limit the educational opportunities and attainment of our children, impacting on their future prospects. This is totally unacceptable. These children

have been placed in a very vulnerable position by a department that is responsible for the welfare and wellbeing for children across the city.

71.5 The Chair gave the following response:

Thank you for your Deputation and I do appreciate that behind all the headlines are real children and families who are affected by the decisions made when school places are allocated.

The council has ensured that there are sufficient school places for all pupils who require them but with a finite resource it is not possible to meet all parents' preferences. Our published admission arrangements make it clear what we will do when we receive more applications than places available and whilst every effort is made to offer a place at your child's catchment school this cannot be guaranteed. At a time of public sector funding pressures we must use our resources efficiently and consider the appropriateness of additional expenditure.

When determining how many pupils can be admitted into a school, careful consideration must be given to the capacity of the school to admit additional children. In past years the number of pupils who could not initially be offered a catchment area school were small and both Dorothy Stringer and Varndean were both allocated a small number of extra pupils on allocation day with the expectation that the number on roll would drop down to their published admission number by September. This year, due to the large number of pupils in the area not able to be offered any preferences, it was not possible for the schools to accommodate these additional pupils as both are already operating above their capacity in many year group. Given the existing accommodation, neither Dorothy Stringer nor Varndean could increase their capacity in order to admit the 57 pupils living in the catchment area not offered any of their preferences.

When pupils have not been offered their preferred school a waiting list or reallocation pool is created. A reallocation pool is ordered according to the council's agreed admissions priorities, if there are more pupils in any given priority than the number of available places, a random allocation is used as the tie break. While it is understandable for parents living in this area who have not been offered any preference schools to feel this is unfair, there is no facility within the existing admission arrangements to priorities these pupils above any other children living in the catchment area waiting for a place.

If you remain unhappy with the school place your child has been offered, you can appeal to the independent appeal panel. The appeal panel will make a decision about whether the school is full and whether to admit additional pupils would prejudice efficient education and the efficient use of the council's resources. If the panel agree that the school is full and that to admit additional pupils would be prejudicial they move onto the individual hearings. Every parent then has the opportunity to make their case at an individual hearing as to why their child should attend the school in question. Once all of the individual hearings have been heard the panel make a balancing decision for all of the appellants to see which if any of these cases to attend the school outweigh the prejudice.

I would encourage you to ensure your child's name is entered in the reallocation pool for any school you would wish them to attend. I would encourage you to consider making an appeal to an independent panel and, following on from the open letter written by the head teachers of the city's secondary schools, I would encourage parents and carers uncertain about a school to visit it for yourselves first, to see what it is like.

72 MEMBER INVOLVEMENT

72a Petitions

72.1 There were none.

72b Written Questions

72.2 There were none.

72c Letters

72.3 There were none.

72d Notices of Motion

72.4 There were none.

73 SCHOOL OFSTED PRESENTATION

73.1 The Head of Standards & Achievement, Education & Skills provided an update on schools which had recently been inspected by Ofsted.

73.2 The Committee were advised that since the last meeting, three secondary schools had been inspected. Brighton Aldridge Community Academy (BACA) had a Section 5 inspection, and the Head of Standards & Achievement, Education & Skills was pleased to report that it had now moved from 'Requires Improvement' to 'Good'. Cardinal Newman had a Section 8 inspection, and it was noted that it was taking effective action to move back to its Good rating. Blatchington Mill had also had a Section 8 inspection, but the outcome of the inspection had not yet been formally released.

73.3 Councillor Phillips congratulated BACA on their Good Ofsted rating. Councillor Phillips noted that 23% of schools nationally were rated as 'Outstanding' and hoped that all schools in the city aspired to reach that level. The Head of Standards & Achievement, Education & Skills assured her they were.

73.4 Councillor Taylor said he was very pleased for BACA, and that the inspectors had vindicated the leadership of the school. Councillor Taylor noted that the school still had problems with attendance, and asked what support the Local Authority was providing the school to address that issue. The Head of Standards & Achievement, Education & Skills said that the school was an Academy and so its involvement with the School Improvement Team was less than the maintained schools, but there was a known correlation between attainment and attendance, and so there was a city wide focus on

improving attendance. Councillor Taylor noted that whilst the GCSE results last year were very good, there were only around 80 pupils in that year group, and as the number of students increased the school would have to expand its curriculum, and he asked if there was partnership work which could be undertaken to ensure the improvement was cemented. He was advised there was, and that the school worked closely with other schools in the city to share expertise.

73.5 Councillor Russell-Moyle said he was very pleased with the improvement at BACA, and congratulated the school and in particular the teachers for the work they were doing. He noted it wasn't possible for schools to move from 'Good' to 'Outstanding' following a one day inspection, and asked if the Authority or schools could request a longer inspection themselves. The Head of Standards & Achievement, Education & Skills said that if a school currently had a 'Good' rating and then had a one day Section 8 Inspection, the inspectors could decide to convert that to a two-day Section 5 Inspection which would then allow for the possibility of reclassifying the school as either 'Outstanding' or 'Requires Improvement'. A school could potentially request a longer inspection, but logistically it was more difficult as it would need a much larger team of inspectors.

73.6 **RESOLVED** – That the Committee noted the update.

74 LOCAL SAFEGUARDING CHILDREN BOARD ANNUAL REPORT

74.1 The Committee considered Local Safeguarding Children Board Annual Report 2015-16. The report had been considered by the Health & Wellbeing Board at its meeting on 31 January 2017; it was referred to the Children Young People & Skills Committee for information. The report was introduced by Graham Bartlett, Chair of the Local Safeguarding Children Board (LSCB).

74.2 Councillor Brown thanked Mr Bartlett and the Local Safeguarding Children Board for all their work. Councillor Brown noted that one area, which was listed as a high priority, was Child Sexual Exploitation (CSE) and she asked what steps were being taken to address that. Mr Bartlett said that this was a relatively new area of child abuse, and there were high level governance arrangements looking at what the agencies were doing. Two audits had been undertaken on CSE, and one was the only audit where children spoke about their experiences. There was good inter-agency work and dedicated teams within the Police and Children's Social Care, as well as the Voluntary Sector who were picking up on the highest risk children. Some of those children had been through some very difficult experiences before becoming victims of CSE, so they had complex needs and there were variety of things in place to help them.

74.3 Councillor Phillips noted that this report related to 2015-16 and asked when the report for 2016-17 would be available. Chair of the LSCB said that he hoped it would be available in September 2017.

74.4 Councillor Phillips asked if the cuts to the Early Help service would impact on the work of the LSCB and the MASH. Mr Bartlett said that a sub-committee of the Board had been asked to look at the work and effectiveness of the new Early Help system.

74.5 Councillor Daniel referred to Return Interviews, and asked why they were important and what steps were taken to make sure they were regularly conducted. Mr Bartlett said that

at the beginning of 2016, the Missing People group were commissioned to conduct Missing Return Interviews on behalf of the three authorities in Sussex. The LSCB were due to meet shortly, and the Board would be looking at the data from those interviews to assess how effective they were. The interviews were important as children went missing for a number of reasons and it was important for them to talk to someone about why they went missing, and what they may have been exposed to whilst they were missing. The interviews were carried out by trained and independent people.

- 74.6 Councillor Daniel asked how GPs were encouraged to engage with the work of the LSCB and if there was anything Councillors could do to help with that. Mr Bartlett said that there was a GP who sat on the Board, however GPs were independent and it could be difficult to engage with them on new initiatives. Doctors were subject to the Care Quality Commission, which covered safeguarding of children and the need to identify Child Protection Issues and to identify groups of children who were starting on the pathway to becoming vulnerable.
- 74.7 Councillor O'Quinn noted that there had 15-16 recorded cases of Female Genital Mutilation (FGM) within the city, and asked if that was an area the LSCB were involved with. Mr Bartlett said that those cases related to adults rather than children, but it was something the Board would be addressing where appropriate.

- 74.8 **RESOLVED:** That the Committee noted the Local Safeguarding Children Board Annual Report.

75 SPECIAL SCHOOL AND PUPIL REFERRAL UNIT (PRU) REORGANISATION PROPOSALS

- 75.1 The Committee considered the report of the Executive Director Families, Children & Learning regarding the Special School and Pupil Referral Unit reorganisation proposals. The report was introduced by the Assistant Director, Health SEN and Disabilities.
- 75.2 Councillor Phillips asked if the proposals were agreed whether Homewood College would be able to recruit a permanent Head Teacher. The Assistant Director, Health SEN and Disabilities said that it would, but the position could not be advertised until after the end of the consultation period. Councillor Phillips said that whilst she understood the rationale for the proposals, she was concerned that if Patcham House was closed that there could be loss of expertise. The Assistant Director, Health SEN and Disabilities said that no one wanted to lose experienced staff, and to address that the other schools had agreed to give priority to any staff from Patcham House if they had any vacancies.
- 75.3 Councillor Brown noted that although the new Special Facility was due to be opened in 2018, the location for it wasn't yet known, nor was it known where the provision for very young children based at the Jeanne Saunders Centre will be located. The Assistant Director, Health SEN and Disabilities said that there were still a few issues around the site of the nursery school, but hoped the location should be announced the beginning of May 2017. A commitment had been given to the schools that had shown an interest, that the location would be confirmed by the summer term 2017 in order to allow a year to get the facility ready before it was due to open.

- 75.4 Councillor Brown asked whether the Swan Centre at Brighton Aldridge Community Academy and the Phoenix Centre at Hove Park were full, and whether the Autistic Spectrum School at West Blatchington would remain at that site. The Assistant Director, Health SEN and Disabilities said that both the Swan Centre and Phoenix Centre were popular and were full. There were currently 18 at the Swan Centre, rising to 10 next year, 13 at the Phoenix Centre and 14 at West Blatchington. With regard to the Autistic Spectrum Centre at West Blatchington, there were no plans to move it although currently the pupils were on roll on West Blatchington School but the facility was managed by Downs Park School, so that may be reviewed in due course.
- 75.5 Councillor O'Quinn said that she supported the intention that all three hubs also developed post 16 provision, and asked if the Committee could be advised on what it was hoped could be provided. The Assistant Director, Health SEN and Disabilities said that the level of those who were classed as NEET (not in education, employment or training), was higher than the national average. To address that the Authority were looking at ways to ensure the Hubs were able support the young people. The schools were good at getting college placements for their students, but they then needed support during their courses.
- 75.6 Councillor Russell-Moyle suggested it would be useful, before the consultation on the closure of Patcham House begun to identify where the new special facility would be. The Assistant Director, Health SEN and Disabilities said that they hoped to announce the new special facility quite soon, but said that most pupils at Patcham House were in Years 10 and Year 11 and so wouldn't need an alternative school.
- 75.7 Councillor Miller said that there would be children attending the new schools who had a range of needs, some physical and some behavioural and who would need different support. He suggested that parents may be concerned that they were sending their child to a school which historically had supported children with different needs to their own. Councillor Miller referred to the funding and asked if there would be a capital allocation for the new facility at the existing school. The Assistant Director, Health SEN and Disabilities said they had worked hard with families involved in the system, and consulted with them on all steps being taken and considered. The Authority were recommending a consultation, and when that started officers would sit down with all parents and staff of every school and explain what was being suggested and reassure them that the wellbeing and education of the young people would not be disrupted in any way. Capital funding had been put aside, and that might be increased if some of the sites were disposed of.
- 75.8 Mr Jones noted the proposal to provide a range of extended day opportunities and asked if any of those provisions would be free. The Assistant Director, Health SEN and Disabilities said that there was a range of extended provision such as respite care, and that was free if you were an eligible student i.e. if it had been determined that was needed. It was also the intention to offer an extended day to other families and there would be a cost, but it was hoped to keep that to an affordable price. Mr Jones said that it was good that the West Hub would have post 16 provision, and asked for assurance that officers would still be liaising with colleges to ensure they also provided opportunities for those over 16 years of age. The Assistant Director, Health SEN and Disabilities said that the Authority would continue to work in partnership with the colleges. Mr Jones noted that some children found it difficult to learn in large classes

and that could impact on their attainment and asked if that had been taken into account. The Assistant Director, Health SEN and Disabilities said that they had and had created a special facility within the SEMH Hub to accommodate the needs of those students.

75.9 Josh Cliff asked what SEN provision was available at the Phoenix Centre. The Assistant Director, Health SEN and Disabilities said that it offered a place within the school for children who had EHCPs where they could go for specialist support.

75.10 RESOLVED:

- (1) That the Children, Young People and Skills Committee should confirm the proposal contained in the statutory notices and make a final decision to:
 - (a) Extend the age range of Hillside School from the existing 4-16 years to 2-16 years with effect from September 2017
 - (b) Extend the age range of Downs View School from the existing 3-19 years to 2-19 years, with effect from September 2017
- (2) That the outcome of the formal consultation on the proposal to close Patcham House School should be noted and agreement be given to the publication of statutory notices to progress this proposal.
- (3) Formal Consultation – Integrated Hubs East & West
That the Local Authority should agree to proceed to formal consultation on the proposal to:
 - (a) Expand, re-designate and extend the age range up to the age of 18 years for Hillside Community Special School and to close Downs Park Community Special School to form the integrated hub for learning difficulties in the west of the city
 - (b) Expand and re-designate Downs View Community Special School and close the Cedar Centre Community Special School to form the integrated hub for learning difficulties in the east of the city
- (4) Integrated Hub for Social Emotional Mental Health needs
To agree that the Local Authority should:
 - (a) Consult on the creation of an integrated hub for pupils with social, emotional and mental health needs by merging the two Pupil Referral Units (PRUs) and bringing them together with Homewood College under the oversight of an executive head teacher.
 - (b) Begin a formal consultation on the expansion of pupil numbers and site of Homewood College and extension of the age range of pupils from 11-16 years to 5-18 years.

76 CONSULTATION ON REDUCING MAINTAINED SCHOOL NURSERY CLASSES

76.1 The solicitor to the Committee said that the wording in recommendation 2.2 in the report was incorrect and should be amended to read:
'That, subject to findings from the initial consultation stage, a decision on whether or not to proceed to statutory notices with full proposals for Queen's Park and Middle Street

primary schools is delegated *to the Executive Director Families Children & Learning, following consultation with the Chair of the Children, Young People & Skills Committee*.

76.2 The Committee noted the amendment.

76.3 **RESOLVED:** The Committee agreed -

(1) That in accordance with DfE statutory guidance *Making 'prescribed alterations' to maintained schools (April 2016)* the process is started for closure of the nursery classes at Queen's Park and Middle Street primary schools immediately following this committee meeting. The local authority has to be the proposer regarding this alteration and the statutory process must be followed.

(2) That, subject to findings from the initial consultation stage, a decision on whether or not to proceed to statutory notices with full proposals for Queen's Park and Middle Street primary schools is delegated to the Executive Director Families Children & Learning, following consultation with the Chair of the Children, Young People & Skills Committee.

(3) That at the end of the statutory notice period, a decision on whether or not to proceed with closure of the nursery classes at Queen's Park and Middle Street primary schools is taken at the June Children, Young People and Skills Committee.

(4) That the committee notes that the governing body of St Mark's Voluntary Aided primary school intends to start the non-statutory process for closure of its nursery class and that the school will be supported by the local authority in doing so.

77 EDUCATION CAPITAL RESOURCES AND CAPITAL INVESTMENT PROGRAMME 2016/2017

77.1 The Committee considered the report of the Executive Director Families, Children & Learning on 'Education Capital resources and Capital Investment Programme 2017/18'. The report informed the Committee of the level of available capital resources allocated to this service for 2017/2018, and to recommend a Capital Investment Programme for 2017/18. The report was introduced by the Head of School Organisation.

77.2 Councillor Phillips noted that in the previous administration funding had been made available for the installation solar panels at schools, and asked how that funding had been used. The Head of School Organisation said he didn't have that information, but would advise after the meeting.

77.3 Councillor Brown noted that for a number of years there had been a rolling programme for the removal of asbestos from schools, and asked how near the Authority was to completing that task. The Head of School Organisation said that he would provide clarification outside of the meeting.

77.4 Councillor Taylor noted that £5m allocated for provision of secondary school places in 2016-17 had not been spent. The Executive Director Families, Children & Learning said that that the money would be carried over until needed for purchasing/building the new secondary school.

- 77.5 Councillor Miller suggested that there was a discrepancy in the figures provided. He noted that the total works amounted to £4,688,321, but the Capital Maintenance 2017/18 was £5,047,510, so there was a difference of around £350,000. In addition, under Basic Needs for 2017/18 there was a capital commitment of £700,000, so in total there was a gap of around £1.1m. The Head of School Organisation said the difference was that the figure of £4,688,321 included the addition of fees, whereas the other figures were only the cost of the work. It was suggested that a fuller discussion be held with Councillor Miller outside of the meeting, and if there were any discrepancies it would be reported back to the Committee.
- 77.6 Councillor Miller asked if the Committee could be advised on what had been spent last year. The Head of School Organisation said a report could come to the Committee on works delivered if it would be useful. The Chair agreed it would.
- 77.7 Councillor Miller said that it would be useful if information on S106 allocations could be provided for the Committee, and was advised that a report was already scheduled to come to the next meeting. He noted that in Appendix 2 there was no Basic Need spending for 2018/19 and asked why that was. The Head of School Organisation said that no Basic Need spending had been allocated to the authority based on our projection of pupil numbers showing there is less pressure on school places in that year.
- 77.8 Councillor Miller noted that £15m had been allocated for the provision of secondary school places, and asked how that would be spent. The Head of School Organisation said it was funding for the purchase of the new secondary school site.
- 77.9 Mr Glazebrook noted that the 67 Centre was included in the Capital Works programme and asked if there was any thought on the future use given the cuts to the Youth Service. The Head of School Organisation said it was work required for maintaining the building itself rather than its future use.
- 77.10 Ms Holt asked how the new school build would be funded, and was advised that the cost of the school site would be met from the Basic Need allocation.
- 77.11 Ms Holt noted that the report did not include spending on Voluntary Aided schools, and asked who scrutinised the needs and spending for those schools if it wasn't this committee. The Head of School Organisation said that there was a separate funding stream through the Department for Education, rather than through the Local Authority, for Voluntary Aided schools. Ms Holt asked if that information could be provided within future reports to the Committee. The Head of School Organisation agreed to incorporate this in a future report if the committee felt it would be useful. The committee agreed that it did.
- 77.12 **RESOLVED:** The Committee agreed:
- (1) That the level of available capital resources totalling £39.947 million for investment relating to education buildings financed from capital grant be noted.

- (2) That Committee agree the allocation of funding as shown in Appendices 1 and 2 and recommend this to Policy & Resources and Growth Committee on 23 March 2017 for inclusion within the council's Capital Investment Programme 2017/18.
- (3) That Committee agree to recommend to Policy & Resources and Growth Committee that they grant delegated authority to the Assistant Director of Property & Design to procure the capital maintenance and basic need works and enter into contracts within these budgets, as required, in accordance with Contract Standing Orders in respect of the entire Education Capital Programme.

78 ANNUAL STANDARDS REPORT

- 78.1 The Committee considered the report of the Executive Director Families, Children & Learning regarding the Annual Standards Report. The report was introduced by Head of Standards & Achievement Education & Inclusion.
- 78.2 Councillor Daniel was concerned that the method of assessment of pupils changed each year, which made it difficult to monitor progress. It appeared that there was a drop on the level of achievement for disadvantaged children in Maths and English. The Head of Standards & Achievement Education & Inclusion said that due to changes in the way the achievements were assessed, there had been a drop for all groups. However, the levels for Brighton & Hove pupils had dropped less than the national average and had improved since 2014. It was accepted that the achievement for disadvantaged pupils wasn't good enough, but there was no quick fix and there were many things in place to continue to support those children.
- 78.3 Councillor Phillips noted that in the statistics for those attaining 5+ A-C GCSEs, there were no figures for 'Statistical Neighbour Disadvantaged' and 'South East Coastal Strip Disadvantaged'. The Head of Standards & Achievement Education & Inclusion said that those figures would not be available to the end of March 2017.
- 78.4 Mr Jones said that it would be useful to have information comparing the attainment of disadvantaged and non-disadvantaged pupils in the city, which would be more useful than comparisons against national statistics. The Head of Standards & Achievement Education & Inclusion said that there was a statutory requirement to report the data in that way, but she was happy to look at providing further information if it would be useful. Mr Jones referred to the Early Years Foundation Stage Profile for different groups, and was concerned that if some children had a poor start in areas such as literacy it could impact on the whole of their future education. He was advised that the Authority were doing it all it could to ensure that those who had a poor start were supported to assist them in catching up with other pupils.
- 78.5 Councillor Miller asked if the two week holiday introduced for October could lead to lower attendance and, if it did, whether that could impact on the strategy to close the gap between disadvantaged and non-disadvantaged pupils. The Head of Standards & Achievement Education & Inclusion said there was some concern from Head Teachers on driving up attendance and extending holiday periods, but she thought that the important issue was to raise the aspirations of young people to be at school.

- 78.6 Councillor Taylor said that he wanted to thank the Head of Standards & Achievement Education & Inclusion for arranging two very useful workshops, which allowed him and other councillors to understand the context for this report. Councillor Taylor asked why Brighton & Hove were below the national average for Year 1 phonics attainment. The Head of Standards & Achievement Education & Inclusion said that the Authority were looking at the quality of teaching and the Early Years curriculum, and would come back with a more specific response in due course.
- 78.7 Josh Cliff said that Brighton was a diverse city and so was surprised that the achievements were lower for BME students. The Head of Standards & Achievement Education & Inclusion agreed that the city was ethnically diverse, but said that the number of BME students was small which could skew the statistics. The Executive Director Families, Children & Learning asked the Chair if it would be useful to have a report on the attainment of BME children at a future meeting of the Committee, and the Chair agreed that it would.
- 78.8 **RESOLVED:** That the Committee
- (1) Noted the report and endorsed the focus across the City on improving outcomes for all children and young people, particularly those from disadvantaged backgrounds.
 - (2) Noted the changes in the curriculum, assessment and benchmark measures for Key Stages 2 and 4 and for determining the performance of disadvantaged groups which meant that there was significant difficulty in establishing trends when not comparing like with like.

79 SCHOOL FUNDING

- 79.1 The Committee considered the report of the Executive Director Families, Children & Learning on school funding. The report informed the Committee on the proposed changes to school funding in the move to a National Funding Formula from 2019/20, and provided an update on the work being undertaken with schools to support them in addressing expected budget pressures which would be encountered. The report was introduced by the Head of School Organisation, and the Principal Accountant Families & Schools.
- 79.2 Councillor Phillips referred to paragraph 3.11 of the report, and asked when it would be known how the Strategic School Improvement Fund could be accessed. The Head of School Organisation said that the Authority was still awaiting that information. Councillor Phillips noted that there was no Equalities Impact linked to the report, and was advised that until it was known how the Fund could be accessed the equalities impact couldn't be assessed.
- 79.3 Councillor Miller asked when it was decided that the Schools Forum could decide on school budgets. The Executive Director said that the Schools Forum was a statutory requirement. The Principal Accountant said that the Forum had some decision making powers, and that the papers for that meeting were on the Council's website.
- 79.4 Mr Jones asked if it was known what the future level of financial pressure on High Needs Block would be. The Head of School Organisation said that the Authority were

currently looking at the pressure for the next academic year, and that would be reported to the Schools Forum in June 2017.

- 79.5 Councillor Russell-Moyle said the schools should be congratulated for working together. However he was concerned that whilst the Government were saying that savings needed to be made, and for schools to work together, they were taking money from funding and giving it back to individual schools.
- 79.6 Councillor Taylor commended the work being undertaken by schools to address the changes in funding. He noted that the school budget was ring fenced, and had kept in line with increases in pupil numbers so the budget was not actually being reduced. The new formula was more timid than had predicted, and there was protection for schools which were facing particular difficulties.
- 79.7 The Chair said that school budgets were under pressure, and he would encourage people to look at the Audit Office report which showed that schools were looking at facing an 8% reduction in real terms in their funding.

79.8 **RESOLVED:** That the Committee

- (1) Noted the move to a complete National Funding Formula from 2019/20 and the anticipated impact this would have on the city's schools.
- (2) That the committee agreed that the actions being taken to support schools in their preparation for changes to school funding were appropriate and proportionate.

80 POVERTY PROOFING THE SCHOOL DAY UPDATE

- 80.1 The Committee considered the report of the Executive Director Families, Children & Learning, which outlined the proposals to address the Fairness Commission's recommendation that the council, working with the schools, should bring to the city the 'Poverty-proofing the school day' initiative to ensure no child missed out on the opportunities and experiences at school because of low family income. The report was introduced by the Senior Adviser – Education Partnerships.
- 80.2 Councillor Brown was concerned that only 13 schools engaged in the initiative, and felt that with the current budget pressures that the money could be better spent elsewhere.
- 80.3 Councillor Daniel supported the initiative, and said that children were affected by coming from a low income family and the suggested scheme supported schools to address the areas of concern.
- 80.4 Ms A Holt said that the cost of the scheme was comparatively low and the benefits could help many children, and she would therefore support the proposals.
- 80.5 Councillor Taylor said that whilst 'poverty-proofing' was a good idea, he said that Head Teachers and School Governors already did a great deal of work on this area, and did not feel that the cost of initiative was necessary.

- 80.6 Councillor Phillips said she supported the proposal, and whilst it wasn't possible to poverty proof the school day, it would help alleviate some of the symptoms of poverty.
- 80.7 Councillor Cattell said that cost of initiative was relatively low for a scheme which could help many pupils, and was surprised that there was complete support for it and noted that the proposal had already been agreed by another Committee.
- 80.8 Josh Cliff said that when he was at primary school he had been on Pupil Premium, and understood the impact of coming from a low income family and so supported the proposal.
- 80.9 Councillor Phillips suggested two amendments to the recommendations.
Recommendation 2.1 to read 'That the Committee supports the proposed method for the introduction of 'Poverty-proofing' the School Day'.
Recommendation 2.2 to read 'That the Committee is kept *involved and* informed of the progress of the initiative through regular reports'.

Councillor Daniel seconded the amendments.

- 80.10 The proposed amendments were agreed.
- 80.11 The Executive Director Families, Children & Learning said that an update report would come back to the Committee next year.

80.12 RESOLVED: That the Committee:

- (1) Supported the proposed method for the introduction of 'Poverty-Proofing' the school day
- (2) Were kept involved and informed of the progress of the initiative through regular reports.

81 BRIGHTON & HOVE EDUCATION PARTNERSHIP PROPOSALS

- 81.1 The Committee considered the report of the Executive Director Families, Children & Learning on Brighton & Hove Education Partnership Proposal. The report outlined the proposal for the next stage in the development of the Brighton & Hove Education Partnership. The report was introduced by the Senior Adviser, Education Partnerships.
- 81.2 Councillor Brown felt that for the proposals to work all schools should be involved, and she was therefore concerned that it appeared that not all Head Teachers and Governors were convinced of the value of the Partnership, with only 22 Head Teachers and 18 Governors responding to the consultation. The Senior Adviser, Education Partnerships agreed the response to the consultation had been disappointing
- 81.3 Councillor Phillips asked if there were any cost implications in developing the partnership, and was advised there weren't with any costs being met within current budgets.

- 81.4 Councillor Miller asked at what stage, and under what delegation were we giving, for a legal entity to be set up. The Executive Director Families, Children & Learning confirmed that at this stage the Partnership would not be a formal body or have a legal entity; if that changed any proposals would come back to the Committee.
- 81.4 Mr Jones suggested that if the Partnership was not expected to have a legal entity it should be stated in the recommendations. The Legal Officer referred to recommendation 2.2 and said it was clear that the Committee were not being asked to approve a legal entity.
- 81.5 Mr Jones asked how often it was expected the Partnership would meet. The Senior Adviser, Education Partnership said that would depend on what issues were being discussed, as not all partnerships would discuss the same thing.
- 81.6 Mr Glazebrook said that there were a range of areas where schools were working with the community and voluntary sector, and he wanted to ensure that that contribution was not lost going forward.
- 81.7 Councillor Mac Cafferty was concerned that such a partnership could be a backdoor for developing multi-agency trusts. The Senior Adviser, Education Partnerships assured the Councillor that the proposals were not a development for multi-agency trusts, but was intended as a point to share good practice amongst the schools.
- 81.8 RESOLVED:** That the Committee
- (1) Noted the feedback from the engagement phase on developing the Brighton and Hove Education Partnership
 - (2) Approved the proposed approach and timeline for development of the partnership

82 ITEMS REFERRED FOR COUNCIL

- 82.1 **RESOLVED:** That no items be referred to Council.

The meeting concluded at 8.25pm

Signed

Chair

Dated this

day of

Subject: Petitions
Date of Meeting: 19 June 2017
Report of: Monitoring Officer
Contact Officer: Name: John Peel Tel: 29-1058
E-mail: john.peel@brighton-hove.gov.uk
Wards Affected: Various

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 To receive any petitions submitted directly to Democratic Services or any e-Petition submitted via the council's website.

2. RECOMMENDATIONS:

- 2.2 That the Committee responds to the petition either by noting it or writing to the petition organiser setting out the Council's views, or where it is considered more appropriate, calls for an officer report on the matter which may give consideration to a range of options, including the following:

- taking the action requested in the petition
- considering the petition at a council meeting
- holding an inquiry into the matter
- undertaking research into the matter
- holding a public meeting
- holding a consultation
- holding a meeting with petitioners
- calling a referendum

3. PETITIONS

3. (i) Give our Children a Secondary School Place in Catchment- Martin Dominy

To receive the following petition referred from the meeting of Full Council on 6 April and signed by 1446 people

"We the undersigned petition Brighton & Hove Council to commit to place all children, who did not receive any of their three preferences for a secondary school, into a catchment area school, as they have done in previous years. If these children are entered into the re-allocation process, they must be given priority over children who already have a place in their catchment".

Note: A minute extract of the proceedings of the debate by Full Council is attached at Appendix 1

3. (ii) Queens Park Nursery-Mark Mitchell

To receive the following petition referred from the meeting of Full Council on 6 April and signed by 593 people:

“Queens Park Nursery is a valued asset to our community. We the undersigned believe that closing it would deny local children the opportunity to learn in an outstanding environment. We ask that the council find against the proposal to shut the Nursery and agree to keep it open”.

Subject:	Special School and Pupil Referral Unit (PRU) Reorganisation Proposals		
Date of Meeting:	19 June 2017		
Report of:	Executive Director- Families, Children & Learning		
Contact Officer:	Name:	Regan Delf	Tel: 01273 293504
	Email:	Regan.delf@brighton-hove.gov.uk	
Wards affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1. This report is the latest in a series taking forward wide-ranging recommendations resulting from the 2014 review of special educational needs and disability (SEND) provision.
- 1.2. Recommendations in this report relate to the planned re-design of special school and Pupil Referral Unit (PRU) provision in the city. These proposals:
 - are based on a vision to improve the integrated education, health and care offer for our most vulnerable young people
 - re-design our existing six special schools and two Pupil Referral Units into three 'hubs' offering enhanced education, health support and extended day provision on one site
 - maintain the number of special school and PRU places available
 - consolidate provision so that it runs more efficiently and more sustainably into the future
- 1.3. Specifically the report provides:
 - (i) feedback on the local authority's formal consultation on the proposal to redesign special school and Pupil Referral Unit provision to create three hubs, and seeks approval to proceed to publish statutory notices to achieve this.
 - (ii) an update on other areas of the review, including the merger of the two Pupil Referral Units and the development of the new early years provision for children with very complex special educational needs within a mainstream nursery to release the current bases of Jeanne Saunders Centre and Easthill Park.

2. RECOMMENDATIONS

- 2.1. That the outcome of the formal consultation on the proposals to:

i. expand, re-designate and extend the age range up to the age of 19 years of Hillside Community Special School

ii. close Downs Park Community Special School

to form the integrated hub for severe and complex learning difficulties in the west of the city be noted and agreement be given to the publication of statutory notices to progress this proposal

2.2 That the outcome of the formal consultation on the proposals to:

i expand and re-designate Downs View Community Special School

ii close the Cedar Centre Community Special School

to form the integrated hub for severe and complex learning difficulties in the east of the city be noted and agreement be given to the publication of statutory notices to progress this proposal.

2.3 That the outcome of the consultation on the proposal to expand pupil numbers and site of Homewood College and to extend the age range of pupils from 11-16 to 5-19 be noted and agreement be given to the publication of statutory notices to progress this proposal.

2.4 That the outcome of the consultation on the creation of an integrated hub for pupils with social, emotional and mental health needs, formed by merging the two Pupil Referral Units and bringing them together with Homewood College be noted.

2.5 To note the update on other areas of the review.

3. CONTEXT/ BACKGROUND INFORMATION

3.1. The LA began a wide ranging review of its provision for children with special educational needs in 2014. There have been a number of milestones as the review has progressed towards more specific proposals for change. The review's journey is outlined in Appendix 1.

4. THE REDESIGN OF THE EXISTING SPECIAL SCHOOLS AND TWO PUPIL REFERRAL UNITS INTO THREE 'HUBS'

4.1. At their meeting on 6 March 2017 the Children, Young People and Skills Committee gave approval to formally consult on the redesign of the city's existing special schools and two Pupil Referral Units to form three 'hubs' offering enhanced and integrated education, health support and extended day provision. It was proposed that the hub for pupils with learning difficulties in the west of the city should be formed from merging Hillside Community Special School and Downs Park Community Special School. The hub in the east of the city for those with learning difficulties would be formed from the merger of Downs View Community Special School and Cedar Centre

Community Special School. Bringing together the existing Homewood College and the two Pupil Referral Units would create the hub for those with social, emotional and mental health needs across the city.

- 4.2. The consultation process ran from 15th March 2017 until 9 May 2017.
- 4.3. Feedback was welcomed from everyone and could be submitted online via the council's consultation portal or by sending responses by email, on paper or via the consultation voicemail. The consultation process included a range of events for staff and parents at all affected provision, alongside other opportunities for pupils and other groups of people across the city who have an interest in SEND to discuss the proposals and give us their views. During the period of the consultation, there was ongoing discussion with headteachers, governing bodies and management committees. Further information about the consultation process is included in Appendix 2.
- 4.4. The LA received 211 responses, 203 via the online consultation portal, 7 via email and one via voicemail. 12 of the responses were on behalf of groups and represented the views of a larger group of people. Over 300 people attended events or were interviewed in person or on the telephone.
- 4.5. All responses were reviewed by council officers and representatives from both the Parent Carers' Council and Amaze. Appendix 2 gives a more detailed summary of responses. It is important to balance the responses from the 300 attendees at events with those received online. The consultation meetings generated more positive responses overall as the presence of key headteachers and governors alongside LA officers allayed a number of concerns and any views based on misunderstandings could be corrected.

The views of all respondents have been taken in to account. Copies of responses received via the online consultation, other consultation opportunities and feedback from events are available in the Members' room.

- 4.6. The development of additional post 16 provision as part of the hub development was supported (55% were in favour for the Integrated Hub West, and 42% for SEMH), although in the comments there was some difference in opinion about where this should be provided and to what age. The opportunity for more integrated working alongside increased therapies and services as part of the extended day was also highlighted as a positive change in the offer to be made from the hubs. The development of the SEMH hub broadly received a balance of positive and negative comments (39% in favour, 37% against) this was generally replicated in the feedback on the other hubs too.
- 4.7. However, views from some parents and staff were less positive about the value of the proposed changes in the east and west hubs (43% in favour in the East, 42% in favour in the West). This is perhaps understandable given that in each of these hubs, proposals are for one school to 'close' as part of the merger even although numbers of places would remain the same and this was a worry for a number of staff and parents. Given the success of existing high quality educational provision, a significant number of parents and school

staff were not convinced that this would be any better if delivered via a hub and this concern is reflected in the relatively high proportion of respondents who neither agreed nor disagreed. At the same time, there was recognition of the need for greater financial security for this provision and so some respondents proposed alternative ways of grouping the schools. The need for greater flexibility, economies of scale and a more sustainable model in the longer term was identified by school leaders and governors as a particularly significant benefit of the creation of the new hubs.

4.8. Respondents commented on a range of issues, and the areas which attracted the most views were:

- the impact that any change at all might have
- the wider mix of pupils in the hubs and
- the development of more post 16 provision.

5. SUMMARY OF THE MAIN POINTS RAISED, WITH RESPONSES

5.1. The prospect of change

Parents and were generally very happy with the current provision made for their child's needs and appreciated the high quality of the city's special provision, which are all rated good or outstanding by Ofsted. Any change that might disrupt this caused some parents and staff anxiety. However, maintaining the status quo is not an option as the city's large number of very small schools is not financially sustainable. The level of commitment from senior leaders to continuing to build on the quality offered at the moment to make the best possible provision in the future for the city's most vulnerable children and young people acknowledges the views of those who urged change, and offers reassurance that the current quality will at least be maintained or enhanced. The existing governing bodies have begun to work together in different groupings, so that the transition from one model to another is as smooth as possible for everyone. This should mitigate the concerns expressed that the mergers would result in a 'take over' of one school over another to the point of domination. Both the LA and the governing bodies have been keen to emphasise that the hubs will be deemed new organisations and the ethos developed with the shared perspective of school leaders, staff, parents and pupils. The council has agreed a long lead in time for any changes, as it is proposed that the hubs come into being on September 2018 and changes will be introduced over a number of years to minimise disruption for individual pupils. In some instances, ie the Pupil Referral Units, pupils were not always in agreement with their parents and welcomed the prospect of change, particularly new facilities and a wider curriculum offer. The proposal to increase post 16 opportunities received very positive feedback.

5.2. The level of detail

Although they recognised that this consultation focussed primarily on the model of provision and its legal framework, some respondents felt that they would have liked more detail about how the hubs might work on a day to day basis to be confident that they would be able to provide effectively for the

needs of pupils and families. Governors and senior leaders attended the consultation meetings with parents and were able to give reassurance not only that they would want to retain the best of what currently exists and plan any changes sensitively and over time, but also that they were committed to involving parents in taking the hubs forward, so that what is provided in the future for pupils and their families is tailored to their needs. The LA would ensure that senior leaders have the feedback from the consultation so that they can use this to frame their early thinking and talk further to staff and families in the spirit of engagement and co-production.

5.3. **Impact on pupils**

Whilst there was some anxiety about the impact of changes to schools with which pupils are already familiar, it was acknowledged that the development of hubs will broaden what they can offer to pupils within the learning curriculum and in their social and personal development. The continuing need for programmes tailored to the needs of individuals, with a particular focus on personalised learning was considered important to ensure that pupils maximise their potential. There was support for the new provision to be introduced over a period of time, as it was agreed that this would minimise disruption for pupils. The vast majority of pupils will remain on their current site with familiar staff. Where the needs of individual pupils might necessitate some changes, then this will be managed sensitively with a personalised plan for each pupil. Downs View School has had recent experience of a significant building work project adjacent to the school which was managed effectively to keep noise to a minimum and minimise any impact on pupils. The school's senior leaders were able to offer reassurance to parents that building work to extend the school or refurbish existing buildings would be managed similarly.

5.4. **The size of the new hubs**

Many parents liked very small schools and were keen to retain the personalised approaches that current provision is able to offer. The importance of continuing to tailor provision to the needs of individuals was a clear message in the consultation feedback and school leaders were able to explain that this approach, proven to be effective, would be maintained. Some respondents were very supportive of the council's rationale for creating larger organisations which could operate more flexibly and make the best use of resources. Strategic leaders in particular acknowledged that even at the new pupil numbers they would not constitute large schools, compared to both similar provision in neighbouring LAs and the national picture and would offer exciting opportunities to do things differently.

5.5. **The combination of schools to create the hubs**

Whilst recognising the need to create larger schools with greater opportunities for flexibility and efficiency, some respondents questioned the rationale for bringing together the schools in the combinations which the proposals put forward. A small number of these suggested alternatives, for example bringing together Cedar Centre and Downs Park, whose pupil populations were felt to be similar, alongside a merged Hillside and Downs View. This had been considered at an earlier stage of the review debate but

not favoured, as it limited parental choice further and did not make best use of the benefits arising from the geographical location of the existing schools. Cedar Centre and Downs Park have historically been part of a Federation of three schools but this model has not enabled them to maintain an even balance of pupil numbers.

5.6. Inclusion

The proposal to bring together a wider range of pupils with special educational needs in one hub created considerable debate. Those who supported the concept of inclusion in its broadest sense had no problem with this. However, others did not want the pupils either across the whole age range or with different needs to mix together. There was a difference in opinion about the apparent disparity between the council's commitment to inclusion and the extension of the age ranges of the new provision, although it was recognised that this increased the options available to parents. Concern was expressed about how the admission of very young children, particularly to SEMH provision, might lead to early 'labelling' of children, which was felt to be undesirable. Some parents were worried that resources might come under pressure by the demands of those with profound and multiple learning difficulties, or that the needs of those deemed less complex might be overlooked. Some health colleagues in particular suggested that the schools should be brought together according to need, rather than locality. However, the council continues to have a legal duty to meet the needs of all pupils with special educational needs and disabilities. There is confidence, based on the experience of other LAs who have developed similar provision that this can be achieved very successfully in schools with a wider range of needs. There are a number of ways in which this can be managed-by the creative use of sites, a range of groupings according to learning style, pupil need and social, emotional and communication issues. The city's current PRU provision for primary and Key Stage 4 is effectively managed on the same site, but with separate accommodation and entrances, and offers one model of using sites creatively. Some parents who have opted to educate their children with very complex needs in mainstream were keen that consideration be given to them being able to access the wider range of services which are planned to be developed within the hubs.

5.7. The breadth of the new provision

Some parents were anxious that the needs of those pupils on the autistic spectrum were not being sufficiently addressed within the proposed changes. The current special schools all have pupils with a diagnosis of autism and this will continue. The council also plans to develop a new Special Facility in a mainstream secondary school to enable the needs of those with a range of communication difficulties to be met. It is planned that this should open in September 2018. Additionally the LA is looking to create a small specialist unit within one of the hubs for the small number of more able pupils with autism/Asperger's syndrome, whose challenging behaviour or mental health needs mean that they cannot cope in a mainstream school. The LA acknowledged the view of some parents that a change in designation of Hillside and Downs View to the generic term of 'learning difficulties' may not reflect the full breadth of needs that the hub is intended to meet. Thus the

proposed re-designation has been adjusted to 'severe and complex learning difficulties.' The hubs should be able to offer a wider range of curriculum opportunities than previously available through smaller schools and this is likely to result in a curriculum that is more tailored to the ability, needs and interests of pupils than ever before, including those on the autistic spectrum. Respondents were keen that a wide range of accreditation options would be available in the new hubs, so that individual students could explore their talents fully, and gain qualifications according to their potential. PRU pupils were particularly keen to access a wider and more creative curriculum than at present, and the creation of the SEMH hub is intended to offer increased flexibility by giving specialist staff the opportunity for staff development to work across different cohorts.

5.8. **Post 16 provision**

This was an area of the consultation which solicited strong views. Most respondents were in favour of the proposal to extend opportunities for provision beyond the age of 16. However, there were a range of views about what this might look like and who could offer this provision. Existing providers of post 16 provision for those with the most severe and complex needs at Downs View Link College preferred that this should be expanded to retain a citywide provision for this cohort of students, although it was recognised that the numbers of students would exceed the capacity of the current building. There was considerable support from those mostly closely linked with the west and citywide SEMH hubs that the creation of post 16 provision elsewhere would enable there to be a broader range of models and thus offer different pathways to adulthood. It is intended that the new provision delivered via the other hubs should focus more on enhancing opportunities for those who could access local college courses or pathways to employment with the right level of specialist help, thus creating joint ventures with other providers. It was acknowledged that the original proposal created some inequality in the proposed age ranges for post 16 provision and the LA has addressed this in response to the views expressed during the consultation. The proposed age range for the SEMH and west hub is now extended to aged 19.

5.9. **Closer working between the Pupil Referral unit and Homewood College**

The principles behind closer working between these two LA provisions received support. Whilst many saw the benefits of closer working, some were concerned about what this would mean in practice. The need to limit the number of pupils with SEMH on one site was highlighted as important to maintaining a productive learning environment, and utilising more than one site was felt to be key to the hub being able to effectively meet the diversity of need of pupils with SEMH. Linking the newly merged PRU and Homewood College to form the new SEMH hub will enable a more flexible response to meet the LA's responsibilities towards those whose challenging needs limit their ability to access mainstream schools. The significant rise in the number of exclusions in the last year has presented a significant challenge to the LA to meet its statutory responsibilities with the existing configuration of services. The merger of the two Pupil Referral Units does not require a statutory notice to achieve the change in model, although the governance arrangements for future working will need to be established appropriately, for which negotiations

between governors and the members of the management committees have already begun. The views of many respondents reinforced the need for the LA to carefully consider the appropriate use of sites to accommodate different aspects of social, emotional and mental health needs. This will be a key consideration in planning the operational structure and management of the SEMH hub.

5.10. **Integrated working**

Meeting the holistic needs of pupils though working effectively together was rated as the one of the highest priorities at an earlier stage in the SEND review. Many respondents agreed that this would be a significant benefit of how the hubs would deliver what pupils need. The allocation of the proposed additional £300,000 across the 3 hubs for therapies and health services was welcomed. There was support for a greater role for school leaders in joint commissioning what services can be provided, and how they might best be integrated into the hub's core offer. Early work has begun with key partners to plan for any changes that might be necessary to secure joint planning and delivery of services.

5.11. **Admissions**

Some parents whose children do not currently attend their most local special school were anxious that they would be required to move their child to the hub closest to their home address. This consultation does not propose any changes to the admission arrangements to special provision. The LA would always look to place a child in their most local school, if that school is able to offer provision appropriate to a child's needs. However, parents still have a right to express a preference, and the LA is obliged to comply with that preference as long as it would not be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. A very small number of pupils have dual placements with mainstream schools, and the new hub arrangements do not change the city's policy and practice on these. Hubs will be encouraged to develop increased opportunities for links with mainstream schools.

5.12. **Transport**

Some parents had queries about entitlement to home to school transport, and how this might impact on which hub a child might attend, as well as the options available to families, particularly in relation to services which might be offered via the hubs in future. The council's policy on home to school transport does not form part of this consultation. However, transport arrangements will need to be considered carefully when the hubs develop an extended day, to ensure that equalities principles are upheld.

5.13. **Traffic**

Concerns about the impact of the creation of the hubs on local traffic were raised by a small number of respondents. As the number of children attending our special provision is not likely to change significantly, it is not envisaged that there will be an increase to the traffic involved in transporting pupils between their home and the hub. However, alterations to site access and car

parking will form part of the discussions about the improvements to the new hub sites.

5.14. **Sites**

Many comments were received about the location of the new provision. A number of queries emerged about the future use of current sites. No sites in current use are likely to be relinquished until it is decided that a site is no longer needed. Respondents acknowledged that some sites are no longer fit for purpose (eg Dyke Road KS3 Pupil Referral Unit, which lacks outside space and accommodation which restricts the curriculum able to be offered there). Others will need refurbishment or new buildings. £7.5 million capital funding has been secured to spend on the improvements necessary to enable the three hubs to have the appropriate facilities to meet the needs of their new pupil population, although some doubted whether this would be sufficient. The need for the SEMH hub to be based across a number of different sites was a strong message, as SEMH encompasses both a very diverse range of needs and different patterns of provision depending on whether a pupil has an Education, Health and Care plan (EHCP) or is excluded, for example. The LA intends to address the issues about sites sensitively, working closely with colleagues in the property team to make the most creative use of available accommodation and the additional capital funding.

5.15. **Funding**

There was some scepticism about the financial case for change, a few suggesting that the proposed changes were merely a budget saving exercise. Making the proposed changes will enable the available funding to be used more efficiently and effectively, so that the city's special provision is sustainable into the future. The status quo is not an option, as there are budget deficits across a range of special provision which can no longer be netted off against historic balances or bridged by additional funding from the LA. This was a strong message to staff and parents at consultation events. It is not yet clear exactly how the new funding changes at national level would impact on the city's special provision, but school leaders were positive that a larger number of pupils in each hub and thus larger budgets would give them optimum flexibility to make the best use of available resources.

5.16. **Staffing**

Whilst many saw that the creation of the new hubs and the extension of provision in some hubs to include early years and post 16 provision might create new professional opportunities for staff, and some staff welcomed this, it was recognised that changes to the staffing structures in the hubs might also mean seeking economies of scale over time and this would impact on staff job security. The presence of union representatives at consultation meetings with staff groups gave them confidence that the appropriate HR processes would be put in place to manage any changes. There was a widespread view that the expertise within the city's current provision was highly valued and to be retained if at all possible. The intention is to focus resources on frontline services and direct support for pupils. The attendance of governors at consultation events also gave them the opportunity to reinforce their intention to exercise sensitivity in the management of any

change. Clarification was given at consultation events that the LA's role was strategic in the creation of the new model of provision, while the responsibility for developing an appropriate staffing and operational structure lies with the governing body.

6. THE OUTCOME OF THE CONSULTATION

- All responses to the consultation on the creation of the new hubs have been carefully reviewed, alongside three other significant elements of consideration: an analysis of the current model of provision in the city which does not reflect the present pattern of need and demand for places
- the support for change evident during the review process
- the analysis of the current and future budget position

6.1. There are significant budget pressures facing all schools at this time. These have been brought about by cumulative cost pressures, such as pay rises and higher employer contributions to national insurance and pension schemes. At the end of the 2016/17 financial year special school budgets in Brighton and Hove showed a net overspend of £164,000, with 3 of the 8 schools having an overspend totalling £452,000. Some schools had been able to draw on historic underspends to avoid going over budget because of spiralling costs, but this is no longer sustainable. There is a considerable challenge for these schools to bring their budgets back into balance and it is likely that licensed deficit arrangements will be necessary. The economies of scale that should be delivered through the SEND Review and specifically the redesign of the special schools and Pupil Referral Units will better enable schools (hubs) to achieve balanced budgets.

6.2. A number of related issues were also raised during the consultation which were not the focus of these specific proposals and these will be considered as the review progresses. The new hub leaders will also be provided with further details about the consultation feedback. The LA intends to draft a statement of principles as a foundation for the ongoing development of the hubs and set out the expected outcomes of the redesigned provision.

6.3. It is acknowledged that there were a range of views on the proposals. However taking everything into account, it is felt that to move forward with the proposals to create the hubs would mean the following benefits for the city:

- a) each hub will be able to provide a holistic package of support for pupils and their families through a much more integrated offer across education, health and care/respite on site
- b) proposals respond to feedback from families that they want to see better coordination across education, care and health so that personalised plans for children have a unified set of objectives and outcomes

- c) the integrated hub model supports families to build resilience and stay together by:
 - a better extended day/short break offer where needed
 - direct support to families at home where children have challenging behaviour or very complex needs
- d) the availability of provision within the city which can offer a holistic package for children with multiple needs will reduce the need to resort to expensive out of city placements
- e) parents can be assured that high quality education can be maintained in all hubs, as each hub would consist of a school which has been consistently rated as outstanding and one as good
- f) proposals extend the age range to 19 at all three hubs and allow for more support in the transition to adulthood where needed
- g) best value would be achieved through the largest proportion of funding focussed on pupils and front line services, made possible by a streamlined management structure being in place
- h) the hubs would have sufficient pupils to guarantee financial viability in the future
- i) there would be greater economies of scale when commissioning health and care services
- j) proposals allow for £7.5m to be spent on upgrading the remaining sites
- k) proposals that merge special provision reflect newer successful models of best practice around the country, including that in neighbouring LAs.

6.4. The LA has considered the views expressed carefully and acknowledges that where there was positivity about the principles and vision for the new model of provision, anxieties remain about operational detail. Where real concerns exist, every effort will be made to mitigate these, so that there is no negative impact on pupil outcomes.

6.5. As a result of the feedback from the consultation, the LA has reconsidered the detail of the proposals and has made two changes in the recommendations going forward:

- (i) Extending the upper age range of the west and SEMH hubs from 18 to 19, to create parity across the city
- (ii) Changing the designation of the east and west hubs from 'learning difficulties' to 'severe and complex learning difficulties'

6.6. The principles behind the proposal to create three integrated hubs from our current provision as outlined in this report have the support of:

- The four governing bodies concerned – Hillside, Downs View, Homewood College and the CDP Federation (Cedar Centre, Downs Park and Patcham House)
- The management committees of the two PRUs – Brighton and Hove PRU and the Connected Hub
- The headteachers of Hillside and Downs View Schools and the Acting Executive Headteacher of the CDP Federation
- The Clinical Commissioning Group (specifically community paediatrics and children's mental health).

- The Parent Carers' Council (PACC)
- 6.7. The LA is therefore now recommending to Members that agreement is given to proceed with the publishing of statutory notices in respect of the recommendations set out in paragraph 2.1-2.3 above.
- 6.8. Copies of the draft proposed statutory information documents and statutory notices are attached as appendices to this report.

7. OTHER AREAS OF THE REVIEW

- 7.1. A feasibility study on the relocation of specialist early years provision, currently based at the Jeanne Saunders Centre and Easthill Park, on to the Tarnerland site has been commissioned. Tarnerland is in the centre of the city and is committed to considering this provision as part of their core offer.
- 7.2. The planned merger of the Connected Hub and the Pupil Referral Unit has formed part of the current consultation, although it does not require a statutory notice to achieve the change in model. Negotiations between the governors of Homewood College and members of the management committees are already underway to establish future working arrangements. The plan remains to make the proposed changes to Homewood College, to merge the two existing PRUs into one, and operate both provisions under the oversight of an executive Headteacher of the SEMH hub.
- 7.3. An action plan is guiding the work of a post 16 working group to ensure our post 16 and post 19 offers are robust, integrated and will enable appropriate provision to be made within the city and thus help avoid agency placements.

8. FINANCIAL AND OTHER IMPLICATIONS

8.1 Financial implications

The recommendations included in this report have implications to both revenue and capital funding.

The proposals state that the intention is to retain at least the same number of specialist placements for children with SEN and disabilities but to re-structure and re-organise provision. This approach will safeguard Dedicated Schools Grant (DSG) high needs block funding levels whilst, at the same time, delivering greater economies of scale resulting in reduced unit costs.

As a consequence of a higher than average number of special schools, there are inevitable additional cost associated with infrastructure and leadership and management, which could be managed more efficiently by consolidation of provision. While some special schools are consistently over-subscribed, others have struggled to admit enough pupils to be financially viable without LA additional support. As a consequence of falling rolls for some special schools, the LA has had to find just over £1.1m in 'transitional protection' over the past five years to purchase empty places in these schools and enable

them to balance their books. While we need our special provision to be financially viable, 'financial protection' is in reality much needed money that could have been used to meet the needs of children with SEN elsewhere. Under the current system funding follows individual pupils in 'real time' and thus it is difficult for schools to be financially viable unless they can fill all their commissioned places and are of a sufficient size to withstand inevitable movements of pupils in and out of the school across the year, and deliver the economies of scale required to remain viable. As previously stated, the status quo is not an option there are budget deficits across a range of special provision. The total deficits across just 3 establishments at the end of the 2016/17 financial year totalled £452,000, which can no longer be netted off against historic balances or bridged by additional funding from the LA.

In particular, the plan to integrate provision will facilitate savings in revenue budgets relating to management and administration, and premises. Analysis of special school budget plans for 2016/17 identified approximately £2.9m is currently spent in these areas and the proposals in the report seek to save £700,000 over a multi-year period starting in 2017/18. However, the proposed savings to be achieved to ensure that funding is used more effectively and efficiently so that the city's special provision is sustainable, will be aligned to the co-location of schools and this is critical in terms of the timing of savings. The reduction in costs and integration of provision will mean that the unit values for top-up funding in special schools will need to be reviewed and applied in accordance with the Government's operational guidance and the Schools and Early Years Finance Regulations.

It is anticipated that the closure of Patcham House will generate a saving of approximately £140,000 meaning that there would be a balance of approximately £560,000 - this represents 5% of the existing total special school budgets. A significant part of this would then be reinvested directly back into the Hubs in the form of increased therapy provision to improve the holistic education, health and care offer.

The proposal to integrate provision for children and young people with an Education Health and Care plan will allow more effective use of resource across the Council's general fund, the DSG and joint-commissioning with partners in health. It will be necessary to ensure that the proposals are compliant with the relevant funding regulations, particularly should DSG funding be extended to support provision currently being delivered through core council funding.

In order to facilitate the necessary property changes a sum of £7.5m has been set aside in the capital programme to support the SEND review. The disposal of any surplus assets identified under this review may potentially generate capital receipts. Those receipts, less any disposal costs, will be ring-fenced to support capital investment through the Council's Capital Investment programme to enable the adaptations and improvements to the new provisions. The balance of receipts after the initial ring-fencing will be used to support the Council's future corporate capital strategy.

8.2 Legal Implications

In order to achieve any reorganisation of provision the council must comply with School Organisation legislation - the Education and Inspections Act 2006 (EIA), associated regulations, and statutory guidance published by the Department for Education. Both the legislation and guidance set out the steps which the council must take before making any final decisions on proposals to reorganise school provision.

The Integrated Hubs

A formal consultation has now been carried out with all interested parties regarding the closure of Downs Park and Cedar Centre Special schools and the expansion and redesignation of Hillside and Downs View Special schools. If the decision is taken to proceed with the proposals following this consultation, statutory notices must be published. There will then follow a period of 4 weeks within which any person may comment or object to the proposals. At the end of this representation period a final decision on the proposals will need to be taken by the Children Young People and Skills committee within two months. It is anticipated that this will be at the committee meeting on 18 September 2017.

Integrated Hub for Social Emotional Mental Health needs

In order to create the new hub the Local Authority is proposing to expand the current provision at Homewood College, merge the two existing PRUs into one, and operate both provisions under the oversight of an executive Headteacher.

Expansion of site and extension of age range at Homewood College

The necessary consultation exercise has been carried out and if the decision is taken to proceed with the proposals the Local Authority must now publish statutory notices. The procedure is the same as for the Integrated Hubs as set out above.

It is not necessary to follow the same statutory processes set out in school reorganisation legislation to achieve a merger of the two PRUs, as PRUs do not come within the definition of maintained schools, and are not therefore within the scope of the legislation. The Local Authority has however fulfilled its obligation to carry out a consultation exercise on the proposed merger. It is anticipated that a final decision will be taken at the CYPS committee on 18 September 2017.

8.3 Equalities implications

The proposals which are the subject of this report are based on a vision for improving the provision and outcomes for children requiring specialist provision and their families. By integrating education, health and care more

fully and providing enhanced short breaks, respite and family support, proposals are aimed at avoiding family stress and breakdown where children have the most complex needs and challenging behaviours and enabling children and young people with SEND to achieve their potential.

An Equalities Impact Assessment was compiled at an earlier stage of the LA's review of the city's services for children and young people with SEND and their families. It has been updated as the review has progressed towards more specific proposals for change.

8.4 Sustainability implications

The objective of the redesign of the city's special provision is to consolidate provision so that it is more financially secure, can be more flexible in meeting changing needs and makes the best use of resources and facilities, thus achieving greater sustainability into the future.

8.5 Public Health implications

The intentions of the recommendations in this report are to improve the health and well-being of children and young people and their families through greater integration of services and provision, alongside more resources to provide home support to families to manage complex needs and behaviour. This should improve mental and physical health and well-being of families as a whole.

SUPPORTING DOCUMENTATION

Appendices:

1. Journey of the review
2. Feedback on the formal consultation phase re the proposal for the creation of three Integrated Hubs
3. Statutory information and statutory notice for the expansion re-designation and extension of age range for Hillside Community Special School and the closure of Downs Park Community Special School
4. Statutory information and statutory notice for the expansion and re-designation of Downs View Community Special School and the closure of Cedar Centre Community Special School
5. Statutory information and statutory notice for the expansion and extension of age range for Homewood College

Documents in Members' Rooms

1. None

Background Documents

1. None

Appendix 1

The journey of the review

In 2014 the local authority undertook a broad review of existing provision for children and young people with special educational needs and disabilities with the community, including, pupils, parent/carers, schools, education, health and care professionals, all strategic partners and the voluntary and charity sector. The LA has an ongoing responsibility to keep its provision under review, and has already made some changes in response to the new Children and Families Act 2014. There have been a number of milestones as the review has progressed towards more specific proposals for change and the review's journey is outlined here:

February 2015

Joint Children & Young People Committee and Health and Wellbeing Board -

The committee approved the recommendations arising from the wide ranging review of special educational needs and disability in the Children's Services Directorate of the council.

July 2015

Health and Wellbeing Board & Children Young People and Skills Committee -

The board and committee approved the proposal to merge the Special Educational Needs and Disabilities (SEND) Review in Children's Service and the Learning Disability (LD) Review in Adult Services.

November 2015

Joint Children & Young People Committee and Health and Wellbeing Board -

The joint meeting of the Health and Wellbeing Board and Children, Young People and Skills Committee on 10 November 2015 gave approval for an engagement process with key stakeholders around proposals to integrate education, health and care provision in special schools and Pupil Referral Units.

January 2016

Children, Young People and Skills Committee - The committee approved the proposed timeline for the engagement process and subsequent actions to reorganise special provision for children with complex needs.

June 2016

Children, Young People and Skills Committee - The committee noted the results from the open engagement phase on special provision and approved the governance arrangements and an updated timeline for taking forward proposals.

October 2016

Children, Young People and Skills Committee The committee agreed that the proposals that are the subject of this report should go out to formal consultation, including lowering the age range of Hillside and Downs View Community Special Schools and the proposed closure of Patcham House Community Special School.

January 2017

Children, Young People and Skills Committee - The committee agreed to publish statutory notices to extend the age range of Hillside and Downs View Community

Special Schools. A further period of engagement about the structure of the new hubs began.

March 2017

Children, Young People and Skills Committee- The committee agreed to the extension of the age range of Downs View and Hillside Community Special Schools to enable them to admit pupils from the age of two. Agreement was given to publish statutory notices in respect of the proposed closure of Patcham House Community Special School. A period of formal consultation was approved on the proposals to create three new hubs, two for those with learning difficulties and one for those with social, emotional and mental health needs.

All planned changes are due to be incrementally implemented from September 2018 and will be completed by July 2020. This extended timescale will ensure minimum disruption to pupils already in the system.

Appendix 2:

Special Schools & Pupil Referral Units Reorganisation

Feedback on the formal consultation phase on the proposals for the reorganisation of the city's Special Schools and Pupil Referral units to create three Integrated Hubs

1. Introduction

The Local Authority conducted a formal consultation in respect of 4 elements of the Reorganisation of Special provision in Brighton and Hove. The period of consultation ran from 15th March until 9th May 2017. This report provides information about the process of the formal consultation and summarises the feedback on the proposals gathered during that period related to Downs View, Cedar Centre, Hillside, Downs Park, Homewood College, Pupil Referral Unit and Connected Hub. All feedback from the consultation period will be included as part of papers presented to June 2017 Children Young People and Skills Committee.

2. What was this consultation about?

This phase of consultation focussed on the following proposals:

- A proposal to expand, re-designate and extend the age range up to the age of 18 years for Hillside Community Special School and to close Downs Park Community Special School to form the integrated hub for learning difficulties in the west of the city.
- A proposal to expand and re-designate Downs View Community Special School and close the Cedar Centre Community Special School to form the integrated hub for learning difficulties in the east of the city
- A proposal to create an integrated hub for pupils with social, emotional and mental health needs by merging the two Pupils Referral Units (PRUs) and bringing them together with Homewood College under the oversight of an executive Headteacher. The proposal is to expand the pupil numbers and site of Homewood College and extend the age range of pupils from 11-16 years to 5-18 years.

3. Consultation process

3.1 This phase consultation began on 15th March 2017, after the Children Young People and Skills Committee approved the process and timeline for this stage. This included:

- A bespoke consultation plan for the proposals, to ensure that stakeholders have the opportunity to participate. This included meetings:
 - for staff and parents at each one of the affected schools
 - for pupils with SEMH
 - a parents' event arranged by Amaze

- with Health and Social Care colleagues
- coffee mornings arranged by Amaze
- Publishing a formal consultation paper with key questions to consider

3.2 The consultation was promoted through:

- The council website
- Social media
- The Local Offer
- The schools' bulletin
- The Wave
- Partner organisations' own internal communication channels
- Amaze and Parent Carers' Council communications with parents
- School newsletters and their other communication channels

3.3 Feedback was invited:

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

3.4 For all proposals, respondents were asked a total of eight questions (sub divided into three) and were offered the opportunity to add their specific comments at the end of each question and more generally at the end of the consultation questionnaire.

3.5 Throughout the consultation period we reviewed the number and range of responses in order to make sure that all groups were represented. Any groups that were under represented were contacted and reminded of the ways to respond to consultation.

3.6 Process for analysing responses

3.6.1 To analyse results volunteer representatives from the Parent and Carer Council and Amaze joined officers to review the feedback from the online consultation using an agreed framework to identify themes and record significant issues for further consideration.

3.6.2 The information provided as part of this report is separated into online consultation responses, emails, voicemails and summarised notes from consultation events.

4. Feedback submitted on the consultation proposals

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

- 4.2 Over 300 people attended the consultation events.
- 4.3 211 responses were submitted in total 203 via the online portal, seven separate submissions and one voicemail.
- 4.4 One of the additional responses answered each question in turn and has been combined with the online portal comments as a result. The remaining six gave an overview of all of the proposals and as a result have been summarised separately in the tables below each question
- 4.5 The online portal asked respondents whether they were representing an organisation or group and 13 acknowledged this. However, all responses have been totalled up and included below

Please tell us in what capacity you are responding?		
		Frequency
Valid	No response	5
	As yourself	193
	Representative of a organisation or group	13
	Total	211

- 4.6 There has been a wide range of respondents and this is demonstrated in the chart below.

In what capacity are you responding		
	Frequency	Percent
Special and Mainstream school staff	84	39.8%
Local Authority staff e.g. SEND professionals, social workers	29	14.3%
Parent / carer of a pupil(s) at one of the affected schools	25	12.3%
Resident	10	4.9%
Governors	9	4.4%
Prospective parent / carer of a pupil(s) at one of the affected schools	7	3.4%
Children and young people	4	2.0%
Sussex Community NHS Foundation Trust	5	2.5%
Sussex Partnership Foundation trust	4	2.0%
The Clinical Commissioning Group	3	1.5%
Further education colleges	1	.5%
Public Health	1	.5%
Community & Voluntary Sector organisations	1	.5%
Other	19	9.4%
No response	2	1.0%
Additional open response	7	3.4%
Total	211	100.0

4.7 The groups represented included; Children & Young People, Parents & Carers, Special & Mainstream Schools and Sussex Community Trust.

Name of group		Frequency
	Clinical Commissioning Group	2
	Downs Park School	2
	Downs View School	2
	Fostering Service	1
	Governing Body of Downs View School	1
	Hillside School	1
	Hillside School Governing Body - 14 People	1
	Management Committee BHPRU	1
	No response	2
	Total	13

5.1 Consultation Information - Question 1

Background

Downs View is a registered community special school which currently makes day provision for boys and girls aged 3-19 with severe and profound and multiple learning difficulties/complex needs. Downs View has two sites, a school site in Woodingdean for those up to the age of 16, and Downs View Link College in Surrenden Road. The School serves mainly, but not exclusively, the east of the city and all pupils have a Statement of special educational need or an Education, Health and Care Plan.

Cedar Centre is a registered community special school which currently makes day provision for boys and girls with complex needs aged 4-16. The school serves mainly, but not exclusively the east of the city and all pupils have a Statement of special educational need or an Education, Health and Care Plan.

The proposal is to merge Downs View School and Cedar Centre to create the new integrated hub in the east of the city.

Question

a) Do you agree or disagree in principle to the creation of an integrated hub in the east of the city for pupils aged 2-19 with learning difficulties?

b) In order to form the new integrated hub, do you agree or disagree that we should merge Cedar Centre community special school and Downs View community special school by closing the Cedar Centre and expanding and re-designating Downs View for children and young people aged 2-19 with learning difficulties in the east of the city?

Summary of online response

Question 1a

204 responses were made to this question.

- 88 (43%) respondents either tend to agree or strongly agree
- 86 (42%) respondents either tend to disagree or strongly disagree
- 30 (15%) were either don't know/not sure, neither agree or disagree or no response

95 (47%) out of those added a comment to reinforce their answer to question 1a and the summary of themes has been included in the committee paper.

Question 1b

204 responses were made to this question.

- 77 (38%) respondents either tend to agree or strongly agree
- 89 (44%) respondents either tend to disagree or strongly disagree
- 37 (18%) were either don't know/not sure, neither agree or disagree or no response

88 (43%) out of those added a comment to reinforce their answer to question 1b and the summary of themes has been included in the committee paper.

Summary of separate submissions

The separate submissions noted the high standard of provision at both Special Schools and the comments matched those submitted in the online responses but with more detail and specific questions related to their subject area.

They could see the benefits of the move to Integrated Hubs and the financial prospects that would bring but they did seek more clarity on the day-to-day impact on the pupils attending the new provision.

Notable positives in the expansion of an 'outstanding' provision at Downs View and that it made logical sense for that provision to be expanded.

The separate submissions highlighted some other positives that were not included in this round of consultation but had been previously;

- Investment in therapy at each of the hubs
- Additional support to parents
- Multi agency working in the new provision

The concerns matched those identified in the online responses;

- Logistics – Transport, traffic and sites
- Range of pupils needs
- Size of school

Key Quotes

“This is a great idea. It will enable the council to be able to make the best use of its money, and will help the headteacher of the new hub provide what pupils need in a more holistic way.”

“The children attending these 2 schools actually have very different educational needs and it is not appropriate for either set of children for anyone to attempt to integrate their schooling needs, they each need to remain within their own currently highly specialised areas of expertise.”

“It feels very sad to lose Cedar Centre which has such a positive ethos. However, on balance I feel this is the right decision. There is the big advantage that the school will go to 19, so will cater beyond 16 for young people who currently attend the Cedar Centre.”

“In theory it sounds promising, in practice I see it costing a lot of money to make this happen which would have been better spent on the actual service as it is.”

“Reducing the already limited choice of schools available to children and their parents.”

“The reason I have put that I neither disagree nor agree is because I have yet to get an idea of what the merge actually means for the school my son attends.”

“Both schools cater for very different disabilities. Downs View appears to be quite a large school and Cedar Centre is a relatively small school.”

“The city’s special schools are high quality but there are too many of them and they are generally too small, compared to those elsewhere in the country.”

“Opportunities for sharing resources and good practice and the extended day to support families.”

“It makes sense to use the reputation and capabilities of Downs View to lead the new Hub - an excellent school with a history of research, leadership and innovation within the special schools community.”

“I do not think such a diverse group can be educated in a ‘hub’. Students with challenging behaviour alongside those who are very vulnerable both physically and emotionally.”

“There is provision for learning difficulties but no provision for autistic children who require a different and targeted approach.”

5.2 Consultation Information – Question 2

Background

Hillside is a registered community special school which currently makes day provision for boys and girls aged 4-16 with severe and profound and multiple learning difficulties/complex needs. The school serves mainly, but not exclusively, the west of the city and all pupils have a Statement of special educational need or an Education, Health and Care Plan.

Downs Park is a registered community special school which currently makes day provision for boys and girls aged 4-16 with complex needs. The school serves mainly, but not exclusively the west of the city and all pupils have a Statement of special educational need or an Education, Health and Care Plan.

The proposal is to merge Downs Park school, and Hillside school to create the new integrated hub in the west of the city.

Question

a) Do you agree or disagree in principle to the creation of an integrated hub in the west of the city for pupils aged 2-18 with learning difficulties?

b) In order to form the new integrated hub for children and young people aged 2-18 with learning difficulties in the west of the city, do you agree or disagree that we should

(i) Merge Downs Park community special school and Hillside community special school by closing Downs Park and expanding and re-designating Hillside, and retain both sites?

(ii) Extend the age range of the new integrated hub up to 18

Summary of response

Question 2a

204 responses were made to this question.

- 86 (42%) respondents either tend to agree or strongly agree
- 91 (45%) respondents either tend to disagree or strongly disagree
- 27 (13%) were either don't know/not sure, neither agree or disagree or no response

97 (48%) out of those added a comment to reinforce their answer to question 2a and the summary of themes has been included in the committee paper.

Question 2b i)

194 responses were made to this question.

- 69 (36%) respondents either tend to agree or strongly agree
- 87 (45%) respondents either tend to disagree or strongly disagree
- 38 (20%) were either don't know/not sure, neither agree or disagree or no response

82 (42%) out of those added a comment to reinforce their answer to question 2b i) and the summary of themes has been included in the committee paper.

Question 2b ii)

192 responses were made to this question.

- 105 (55%) respondents either tend to agree or strongly agree
- 53 (28%) respondents either tend to disagree or strongly disagree
- 34 (18%) were either don't know/not sure, neither agree or disagree or no response

82 (43%) out of those added a comment to reinforce their answer to question 2b ii) and the summary of themes has been included in the committee paper.

Summary of separate submissions

The separate submissions generally grouped the questions together and as a result it is difficult to separate out the themes between question 1 and 2.

Specifically for question 2 b ii) there were mixed responses about the parity of provision up to age of 18 in East & West of city. Some respondents felt that this was a good thing and increased options to parents, encouraging some to stay in the city rather than the expensive out of city placements. Others felt that there was enough provision in the city already and that should be expanded.

Key Quotes

"An exciting opportunity to at least maintain but hopefully improve upon education and opportunity for all SEN pupils on the West of the city. Where budgets come under ever increasing pressure this will help make both the schools financially viable 5/10 years down the road."

"Must be parity in the city otherwise one hub will be more inviting than the other and this will help pupils that don't naturally fit into the link college."

“I don't think it will be beneficial to any of the children to be merged together, the site will have to be huge, the children have very different needs.”

“I think both sites should definitely be retained. I'd like to know more about what this means for Downs Park pupils if it were to become part of Hillside.”

“Given the choice, I would rather keep the schools as they are, however I realise that small schools are not financially viable and budgets are tight, also that the LA has to fund special education up to 25 with no additional budget - therefore savings need to be made.”

“It would not make strategic sense to close an Outstanding school in the city. Both sites are needed to continue to meet the needs of the pupils.”

“Both schools needs are very different.”

“Currently both schools offer good provision and meet the needs of their cohort well. I can't see how this will be enhanced through a merger.”

“Need to ensure that each school retains strong leadership and management as well as staffing levels.”

“Currently there is limited provision for ASC pupils with complex needs who are vulnerable but don't get into DVLC. These pupils need transport and a full week timetable, colleges seem unable to provide this.”

“I think age range should definitely cover up to age 18 as this will offer greater opportunities for our SEND children to learn and help parents as there is a gap to cover when the children finish school at 16.”

“Downs Park and Hillside provide different education models for the children currently at the schools. By merging them would there still be education models which suit all children.”

5.3 Consultation Information – Question 3

Background

Homewood College is the city's special school for children and young people aged 11-16 with social, emotional and mental health needs. All pupils have a Statement of special educational need or an Education, Health and Care Plan.

The Pupil Referral Unit is provision for those students who have been excluded from school or who are at risk of exclusion. It caters for pupils aged 5-16. It is currently based across sites at Lynchet Close and Dyke Road.

The Connected Hub is also Pupil Referral Unit provision specifically for those Y11 students who find it difficult to engage with a mainstream school's regular curriculum. It is based at Tilbury House, Florence Place.

Question

a) Do you agree or disagree in principle with the creation of a new citywide hub for children and young people aged 5-18 with a range of social, emotional and mental health needs?

b) In order to form the new integrated hub for children and young people aged 5-18 with social, emotional and mental health needs, do you agree or disagree that we should

i) Merge the Pupil Referral Unit and the Connected Hub?

ii) Extend the age range of Homewood College from 11-16 to 5-18

Summary of response

Question 3a

196 responses were made to this question.

- 76 (39%) respondents either tend to agree or strongly agree
- 73 (37%) respondents either tend to disagree or strongly disagree
- 47 (24%) were either don't know/not sure, neither agree or disagree or no response

82 (42%) out of those added a comment to reinforce their answer to question 1a and the summary of themes has been included in the committee paper.

Question 3b i)

189 responses were made to this question.

- 70 (37%) respondents either tend to agree or strongly agree
- 68 (36%) respondents either tend to disagree or strongly disagree
- 51 (27%) were either don't know/not sure, neither agree or disagree or no response

45 (24%) out of those added a comment to reinforce their answer to question 1b and the summary of themes has been included in the committee paper.

Question 3b ii)

188 responses were made to this question.

- 78 (42%) respondents either tend to agree or strongly agree
- 55 (29%) respondents either tend to disagree or strongly disagree
- 55 (29%) were either don't know/not sure, neither agree or disagree or no response

45 (24%) out of those added a comment to reinforce their answer to question 1b and the summary of themes has been included in the committee paper.

Additional Responses

The separate submissions generally focussed on question 1 & 2 in responses with limited response on SEMH specifically.

There was some acknowledgement of the investment in SEMH and how this has been underinvested in over a number of years. Good to build a model specialising in SEMH and focussing resources in this area

Key Quotes

“I can see benefits for the running of the schools as a joint Hub for budget reasons and for providing good governance.”

“Social, emotional and mental health covers a huge range of different types of needs, and pupils need different approaches, depending on their particular need. Putting them all on one site is not a good idea, so it is good to hear that several sites will be used.”

“In my experience, once children go to the PRU, there is often little chance of re-integration and acceptance into school.”

“This is a more cohesive set of pupils and needs, and the provision will be spread across the city, so this seems to make more sense.”

“Never understood why these were kept separately in the first place. Good idea to bring them together.”

“Upping the age limit is a great idea. These children need much more support.”

“I agree with the principles however am concerned about the management of the service and would like the PRU and special school elements to remain firmly separate from a budgetary perspective.”

“The very specific needs of autistic children must be catered to separately.”

“The age range is massive and will throw up difficulties in meeting all needs well enough to be therapeutic.”

“From the age of 5, young people will now learn negative behaviours from the older children, at the primary PRU they are currently protected from this and thus not learning from older pupils while at school negative behaviours.”

“It very much depends on the design. The main reason for restructure is because the current system is not working in parts, there needs to be an aspiration for something more positive, and I am concerned that it will be more of the same.”

“Opportunity for greater economies of scale. Opportunity to provide fully integrated support. I have concerns around primary provision in particular - currently we operate a one size fits all system which works very well for 80% of our pupils but, in my opinion, is not meeting the needs of the highest need primary pupils.”

Appendix 3

Brighton & Hove City Council

Statutory Notice: Proposals to discontinue Downs Park Community Special School and to change the age range, enlarge the capacity and redesignate Hillside Community Special School

Notice is given in accordance with the Education and Inspections Act 2006 ("the Act") that Brighton & Hove City Council, ("the Local Authority"), Hove Town Hall, Norton Road, Hove, East Sussex BN3 3BQ intends to implement the following proposals:

Part 1: Discontinuation of Downs Park Community Special School, Foredown Road, Portslade, Brighton BN41 2FU so that a combined hub offering improved integrated education and health and care offer can be created.

In accordance with section 15(1) of the Education and Inspections Act 2006 the Local Authority proposes to discontinue Downs Park Community Special School with effect from 31 August 2018.

It is intended that pupils attending Downs Park Special School at the time of closure will be offered places in Hillside Special School which, subject to Part 2, will change its age range and enlarge its capacity, becoming the integrated hub from 31 August 2018.

This proposal will only take effect in conjunction with the proposals set out in Part 2. Neither part will be implemented separately.

Part 2: Prescribed changes to Hillside Community Special School, Foredown Road, Portslade, Brighton BN41 2FU from 1 September 2018 to create the integrated hub.

In accordance with section 19(1) of the Act it is intended to make the following prescribed alterations to Hillside Community Special School:

- (i) Change the age range of the school by a year or more
- (ii) Enlarge the capacity of the school
- (iii) Change the SEN designation to 'severe and complex needs'

The current age range of the school is 2-16. The Local Authority proposes to extend the age range so that the school can provide for pupils up to the age of 19. Hillside is currently registered for 72 pupils. It is proposed to increase the capacity of the school to 200 which would include the number of registered places at Downs Park Community Special School. It is proposed that the increase in capacity will be achieved by utilising the premises of the former Downs Park Community Special School that is located within 250m of Hillside Community Special School. It is also proposed that Hillside Community Special School will change its name.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Edd Yeo at Brighton & Hove City Council, Hove Town Hall Norton Road, Hove BN3 3BQ or by contacting him on 01273 294354 or via email at edd.yeo@brighton-hove.gov.uk. The Full Proposal is also on the Local Authority's website and can be found at <http://www.brighton-hove.gov.uk/statutory-notice>

Within four weeks from the date of publication of this proposal (i.e. by 28 July 2017), any person may object to or make comments on the proposal by sending them to Regan Delf, Assistant Director Health, SEN and Disability, Brighton & Hove City Council, Hove Town Hall Norton Road Hove BN3 3BQ or via email to regan.delf@brighton-hove.gov.uk

Signed: Pinaki Ghoshal

Publication Date: 30 June 2017

Full statutory proposal information for proposed changes to Hillside Community Special School and Downs Park Community Special School

1. In accordance with sections 15 (1) and 19(1) of the Education and Inspections Act 2006 Brighton & Hove City Council proposes to enlarge the capacity, extend the age range, and change the SEN designation of Hillside Community Special School with effect from 1 September 2018 and proposes to discontinue Downs Park Community Special School with effect from 31 August 2018.

1.1 Local Authority (LA) details

Brighton and Hove City Council
Hove Town Hall
Norton Road
Hove BN3 3BQ

1.2 School details

Hillside Community Special School
Foredown Road
Portslade
Brighton BN41 2 FU

Downs Park Community Special School
Foredown Road
Portslade
Brighton BN41 2FU

- 1.3 Hillside is a registered Community Special School which makes day provision for boys and girls aged 2-16 with severe, profound and multiple learning difficulties. It is rated as outstanding by Ofsted. Downs Park is a registered Community Special School which makes day provision for boys and girls from age 4 to 16 with complex needs. It is rated as good by Ofsted. Currently there are 77 places commissioned at Hillside and 95 places commissioned at Downs Park. All pupils at both schools have an Education, Health and Care Plan or a statement of special educational needs and come mainly, but not exclusively from the west of the city. Neither school has a religious character. Both schools lie on Foredown Road in Portslade.

Downs Park Community Special School currently is commissioned to manage specialist provision on the site of West Blatchington Community Primary school, a local mainstream primary school, on whose roll the pupils are registered. Neither that provision nor its future management form part of this proposal.

2. Implementation plan

- 2.1 These proposals are part of a redesign of the city's special provision and thus

linked to other proposals being made concurrently. In order to achieve the merger between Hillside and Downs Park schools to create the hub in the west of the city, the LA is proposing to:

- discontinue Downs Park Community Special School with effect from 31st August 2018
- change the designation of Hillside school with effect from September 2018 to 'severe and complex learning difficulties' to reflect the wider range of learning difficulties and complex needs in the new hub
- extend the age range of Hillside school from 2-16 to 2-19 years of age
- enlarge the capacity of Hillside school to 200 to include the number of registered places at Downs Park school

Both sites will be retained and used for the new hub. These two proposals are linked proposals and the Local Authority will either implement both proposals, or neither. There will not be an instance where one proposal would be implemented on its own.

3. The objectives of the proposals

3.1 All LAs have a statutory responsibility to keep SEND provision under review, in order to be able to ensure that provision is able to meet the needs of children and young people with SEND and is sustainable into the future. The LA believes that the changes proposed will enhance the standard, range and quality of the city's special provision, which is all currently judged as good or outstanding. Downs Park and Hillside are two of the city's six special schools. In 2014, Brighton & Hove City Council conducted a wide ranging review of its services for children with special educational needs and disabilities (SEND), which concluded that the LA should move towards developing more integrated and flexible services to provide for the holistic needs of those with SEND and their families and in doing so, could make better use of existing resources. The LA intends to maintain the existing number of special school places across the city, although these will be distributed across fewer provisions.

3.2 These proposals:

- are based on a vision to improve the integrated education, health and care offer for our most vulnerable young people
- re-design our existing six special schools and two Pupil Referral Units into three 'hubs' offering enhanced education, health support and extended day provision on one site
- maintain the number of special school and PRU places available across the city
- consolidate provision so that it runs more efficiently and more sustainably into the future.

4. The decision making process

4.1 The journey of the review

There have been a number of milestones as the review has progressed towards more specific proposals for change across the city: Further details

can be found in the committee report in Appendix 1.

4.2 Governance and participation

The integrity of this SEND review was overseen by a high level strategic Governance Board, and included parent/carers and young people, in line with the Local Authority's commitment to engage parents and young people effectively at all levels of strategic and decision making forums. During the life of the review, project groups were formed to cover the following areas:

- Learning difficulties (LD)
- Social emotional and mental health (SEMH)
- Early years (EY)
- Post 16 provision

Each group consisted of a broad range of stakeholders who would be affected by the changes in some way and who together had a breadth of expertise and experience to support the LA in its intention to co-produce specific options for change on which to formally consult

4.3 Formal consultation on the creation of the hubs across the city, including the proposal to create that for the west of the city by merging Hillside and Downs Park schools through the expansion , extension and redesignation of Hillside school and closing Downs Park school

At their meeting on 6 March 2017 the Children, Young People and Skills Committee agreed to proceed with a formal consultation on proposals to create the new hubs, which included a proposed hub in the west of the city, formed by merging Hillside and Downs Park schools. The proposal would require the expansion, extension and redesignation of Hillside school and the closure of Downs Park school. The consultation was conducted through a range of events for parent/carers, young people, education, social care and health staff and voluntary organisations alongside the opportunity for views to be submitted via the council's online consultation portal. The consultation period ran from 15 March to 9 May 2017.

Analysis of the feedback on the consultation of the hubs across the city can be found via Appendix1.

The feedback received online and via the consultation events covered the creation of hubs across the city. Thus the following summary in section 5 covers both the proposals relating to Hillside and Downs Park, as well as the proposals for change relating to the redesign of special provision across the city.

5. Summary of the main issues raised, with responses

5.1 The prospect of change

Parents were generally very happy with the current provision made for their child's needs and appreciated the high quality of the city's special provision ,

which are all rated good or outstanding by Ofsted. Any change that might disrupt this caused some parents and staff anxiety. However, maintaining the status quo is not an option as the city's large number of very small schools is not financially sustainable. The level of commitment from senior leaders to continuing to build on the quality offered at the moment to make the best possible provision in the future for the city's most vulnerable children and young people acknowledges the views of those who urged change and offers reassurance that the existing quality will at least be maintained or enhanced. The existing governing bodies have begun to work together in different groupings, so that the transition from one model to another is as smooth as possible for everyone. This should mitigate the concerns expressed that the mergers would result in a 'take over' of one school over another to the point of domination.

Both the LA and the governing bodies have been keen to emphasise that the hubs will be deemed new organisations and the ethos developed with the shared perspective of school leaders, staff, parents and pupils. The council has agreed a long lead in time for any changes, as it is proposed that the hubs come into being on September 2018 and changes will be introduced over a number of years to minimise disruption for individual pupils. In some instances, ie the Pupil Referral Units, pupils were not always in agreement with their parents and welcomed the prospect of change, particularly new facilities and a wider curriculum offer. The proposal to increase post 16 opportunities received very positive feedback.

5.2 The level of detail

Although they recognised that this consultation focussed primarily on the model of provision and its legal framework, some respondents felt that they would have liked more detail about how the hubs might work on a day to day basis to be confident that they would be able to provide effectively for the needs of pupils and families. Governors and senior leaders attended the consultation meetings with parents and were able to give reassurance not only that they would want to retain the best of what currently exists and plan any changes sensitively and over time, but also that they were committed to involving parents in taking the hubs forward, so that what is provided in the future for pupils and their families is tailored to their needs. The LA would ensure that senior leaders have the feedback from the consultation so that they can use this to frame their early thinking and talk further to staff and families in the spirit of engagement and co-production.

5.3 Impact on pupils

Whilst there was some anxiety about the impact of changes to schools with which pupils are already familiar, the development of hubs will broaden what they can offer to pupils within the learning curriculum and in their social and personal development. The continuing need for programmes tailored to the needs of individuals, with a particular focus on personalised learning styles was considered important to ensure that pupils maximise their potential. There was support for the new provision to be introduced over a period of time, as it

was agreed that this would minimise disruption for pupils. The vast majority of pupils will remain on their current site with familiar staff. Where the needs of individual pupils might necessitate some changes, then this will be managed sensitively with a personalised plan for each pupil. Downs View School has had recent experience of a significant building work project adjacent to the school which was managed effectively to keep noise to a minimum and minimise any impact on pupils. The school's senior leaders were able to offer reassurance to parents that building work to extend the school or refurbish existing buildings would be managed similarly.

5.4 The size of the new hubs

Many parents liked very small schools and were keen to retain the personalised approaches that current provision is able to offer. The importance of continuing to tailor provision to the needs of individuals was a clear message in the consultation feedback and school leaders were able to explain that this approach, proven to be effective, would be maintained. Some respondents were very supportive of the council's rationale for creating larger organisations which could operate more flexibly and make the best use of resources. Strategic leaders in particular acknowledged that even at the new pupil numbers, they would not constitute large schools, compared to both similar provision in neighbouring LAs and the national picture and would offer exciting opportunities to do things differently.

5.5 The combination of schools to create the hubs

Whilst recognising the need to create larger schools with greater opportunities for flexibility and efficiency, some respondents questioned the rationale for bringing together the schools in the combinations which the proposals put forward. A small number suggested alternatives, for example bringing together Cedar Centre and Downs Park, whose pupil populations were felt to be similar, alongside a merged Hillside and Downs View would be a preferred option. This had been considered at an earlier stage of the review debate but not favoured, as it limited parental choice further and did not make best use of the benefits arising from the geographical location of the existing schools. Cedar Centre and Downs Park have historically been part of a Federation of three schools, but this model has not enabled them to maintain an even balance of pupil numbers.

5.6 Inclusion

The proposal to bring together a wider range of pupils with special educational needs in one hub created considerable debate. Those who supported the concept of inclusion in its broadest sense had no problem with this. However, others did not want the pupils either across the whole age range or with different needs to mix together. There was a difference in opinion about the apparent disparity between the council's commitment to inclusion and the extension of the age ranges of the new provision, although it was recognised that this increased the options available to parents. Concern was expressed about how the admission of very young children, particularly to SEMH

provision, might lead to early 'labelling' of children, which was felt to be undesirable. Some parents were worried that resources might come under pressure by the demands of those with profound and multiple learning difficulties, or that the needs of those deemed less complex might be overlooked. Some health colleagues in particular suggested that the schools should be brought together according to need, rather than locality. However, the council continues to have a legal duty to meet the needs of all pupils with special educational needs and disabilities. There is confidence, based on the experience of other LAs who have developed similar provision that this can be achieved very successfully in schools with a wider range of needs. There are a number of ways in which this can be managed- by the creative use of sites, a range of groupings according to learning style, pupil need and social, emotional and communication issues. The city's current PRU provision for primary and Key Stage 4 is effectively managed on the same site, but with separate accommodation and entrances, and offers one model of using sites creatively. Some parents who have opted to educate their children with very complex needs in mainstream were keen that consideration be given to them being able to access the wider range of services which are planned to be developed within the hubs.

5.7 The breadth of the new provision

Some parents were anxious that the needs of those pupils on the autistic spectrum were not being sufficiently addressed within the proposed changes. The current special schools all have pupils with a diagnosis of autism and this will continue. The council also plans to develop a new Special Facility in a mainstream secondary school to enable the needs of those with a range of communication difficulties to be met. It is planned that this should open in September 2018. Additionally the LA is looking to create a small specialist unit within one of the hubs for the small number of more able pupils with autism/Asperger's syndrome, whose challenging behaviour or mental health needs mean that they cannot cope in a mainstream school. The LA acknowledged the view of some parents that a change in designation of Hillside and Downs View to the generic term of 'learning difficulties' may not reflect the full breadth of needs that the hub is intended to meet. Thus the proposed redesignation has been adjusted to 'severe and complex learning difficulties.' The hubs should be able to offer a wider range of curriculum opportunities than previously available through smaller schools and this is likely to result in a curriculum that is more tailored to the ability, needs and interests of pupils than ever before, including those on the autistic spectrum. Respondents were keen that a wide range of accreditation options would be available in the new hubs, so that individual students could explore their talents fully, and gain qualifications according to their potential. PRU pupils were particularly keen to access a wider and more creative curriculum than at present, with improved facilities, and the creation of the SEMH hub is intended to offer increased flexibility by giving specialist staff the opportunity for staff development to work across different cohorts.

5.8 Post 16 provision

This was an area of the consultation which solicited strong views. Most respondents were in favour of the proposal to extend opportunities for provision beyond the age of 16. However, there was a range of views about what this might look like and who could offer this provision. Existing providers of post 16 provision for those with the most severe and complex needs preferred that this provision should be expanded to retain a citywide provision for this cohort of students, although it was recognised that the numbers of students would exceed the capacity of the current building. There was considerable support from those mostly closely linked with the west and citywide SEMH hubs that the creation of post 16 provision elsewhere would enable there to be a broader range of models and thus offer different pathways to adulthood. It is intended that the new provision delivered via the west and citywide SEMH hubs should focus more on enhancing opportunities for those who could access local college courses or pathways to employment with the right level of specialist help, thus creating joint ventures with other providers. It was acknowledged that the original proposal created some inequality in the proposed age ranges for post 16 provision and the LA has addressed this in response to the views expressed during the consultation. The proposed age range for the SEMH and west hub is now extended to aged 19.

5.9 Integrated working

Meeting the holistic needs of pupils through working effectively together was rated as the one of the highest priorities at an earlier stage in the SEND review. Many respondents agreed that this would be a significant benefit of how the hubs would deliver what pupils need. The allocation of the proposed additional £300,000 across the three hubs for therapies and health services was welcomed. There was support for a greater role for school leaders in joint commissioning what services can be provided, and how they might best be integrated into the hub's core offer. Early work has begun with key partners to plan for any changes that might be necessary to secure joint planning and delivery of services.

5.10 Admissions

Some parents whose children do not currently attend their most local special school were anxious that they would be required to move their child to the hub closest to their home address. This consultation does not propose any changes to the admission arrangements to special provision. The LA would always look to place a child in their most local school, if that school is able to offer provision appropriate to a child's needs. However, parents still have a right to express a preference, and the LA is obliged to comply with that preference as long as it would not be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. A very small number of pupils have dual placements with mainstream schools, and the new hub arrangements do not

change the city's policy and practice on these. Hubs will be encouraged to develop increased opportunities for links with mainstream schools.

5.11 Transport

Some parents had queries about entitlement to home to school transport, and how this might impact on which hub a child might attend, as well as the options available to families, particularly in relation to services which might be offered via the hubs in future. The council's policy on home to school transport does not form part of this consultation. However, transport arrangements will need to be considered carefully when the hubs develop an extended day, to ensure that equalities principles are upheld.

5.12 Traffic

Concerns about the impact of the creation of the hubs on local traffic were raised by a small number of respondents. As the number of children attending our special provision is not likely to change significantly, it is not envisaged that there will be an increase to the traffic involved in transporting pupils between their home and the hub. However, alterations to site access and car parking will form part of the discussions about the improvements to the new hub sites.

5.13 Sites

Many comments were received about the location of the new provision. A number of queries emerged about the future use of current sites. No sites in current use are likely to be relinquished until it is decided that a site is no longer needed. Respondents acknowledged that some sites are no longer fit for purpose (eg Dyke Road KS3 Pupil Referral Unit, which lacks outside space and accommodation which restricts the curriculum able to be offered there). Others will need refurbishment or new buildings. £7.5 million capital funding has been secured to spend on the improvements necessary to enable the three hubs to have the appropriate facilities to meet the needs of their new pupil population, although some doubted whether this would be sufficient. The need for the SEMH hub to be based across a number of different sites was a strong message, as SEMH encompasses both a very diverse range of needs and different patterns of provision depending on whether a pupil has an Education, Health and Care plan (EHCP) or is excluded, for example. The LA intends to address the issues about sites sensitively, working closely with colleagues in the property team to make the most creative use of available accommodation and the additional capital funding.

5.14 Funding

There was some scepticism about the financial case for change, a few suggesting that the proposed changes were merely a budget saving exercise. Making the proposed changes will enable the available funding to be used more efficiently and effectively, so that the city's special provision is sustainable into the future. The status quo is not an option, as there are

significant budget deficits across a range of provision which can no longer be netted off against historic balances or bridged by additional funding from the LA. This was a strong message to staff and parents at consultation events. It is not yet clear exactly how the new funding changes at national level would impact on the city's special provision, but school leaders were positive that a larger number of pupils in each hub and thus larger budgets would give them optimum flexibility to make the best use of available resources.

5.15 Staffing

Whilst many saw that the creation of the new hubs and the extension of provision in some hubs to include early years and post 16 provision might create new professional opportunities for staff, and some staff welcomed this, it was recognised that changes to the staffing structures in the hubs might also mean seeking economies of scale over time and this would impact on staff job security. The presence of union representatives at consultation meetings with staff groups gave them confidence that the appropriate HR processes would be put in place to manage any changes. There was a widespread view that the expertise within the city's current provision was highly valued and should be retained if at all possible. The attendance of governors at consultation events also gave them the opportunity to reinforce their intention to exercise sensitivity in the management of any change. Clarification was given at consultation events that the LA's role was strategic in the creation of the new model of provision, with the responsibility for developing an appropriate staffing and operational structure laying with the governing body.

- 5.16 There were a number of issues raised, which whilst not the focus of the immediate issues of the consultation, were important to capture, so that they can be raised in ongoing review discussions. The new hub leaders will also be provided with further details about this consultation feedback and the LA intends to draft some principles to as a foundation for the ongoing development of the hub.

6. Further considerations

6.1 How can greater efficiency be achieved?

A governing body has responsibility for ensuring that the allocated budget is managed efficiently, whilst ensuring that the needs of pupils are met. The creation of the hubs does not change this, but an increased number of pupils and a larger budget is likely to be able to offer greater flexibility to manage within budget, particularly times of particular financial challenge. The status quo is not an option in the current financial climate. Money saved from any economies of scale that the governing body can achieve could be reinvested into the hub and focussed on the priorities.

6.2 How will current pupils at Hillside and Downs Park be affected by the proposed changes?

There will be a long lead-in time to develop; the new hub, so that any change

can be planned and implemented sensitively, with minimal disruption to pupils. As both Hillside and Downs Park sites are to be retained, pupils will be able to remain on their existing site with their peer group and familiar staff for the immediate future. Longer term, school leaders may make changes to the way the sites are used or how staff are deployed, as any school might when they keep their provision under review. Pupils will undoubtedly benefit from broader curriculum opportunities, both during and beyond the school day alongside their core National Curriculum entitlement. The LA intends to upgrade the school sites using a proportion of the allocated £7.5 million capital money allocated to the implementation of the proposals. These improvements to the learning environment will be of direct benefit to pupils. The availability of an additional £300,000 across the hubs for health and therapy services will enable more joint commissioning of services closely matched to the needs of individual pupils and the hub's priorities. This will enable the hubs to meet the needs of their pupils more holistically.

6.3 What will happen to the staff currently working at Hillside and Downs Park?

The governing body will have responsibility for the appointment of the leadership team of the hub, including the executive headteacher of the west hub. Thereafter, the staffing structure is likely to be developed over time in order to support the desired ethos of the new hub, so that it is seen as new provision, thus avoiding any perceptions that one school has 'taken over' another. The Local Authority very much values the experience and expertise of those working at both schools and shares the wishes of governing bodies to retain these within the city as far as possible.

Once the period of consultation is over, all staff affected by the change will have access to individual meetings to discuss their futures and any opportunities available. Union representatives were present at staff consultation events to reassure staff of their support and fair application of the council's employment policy and practice.

In terms of staff wellbeing at a difficult time, Public Health have offered a range of support services to staff and some funding for staff to organise support for themselves.

6.4 What impact will the changes have on the community?

Both schools have been an integral part of the Portslade community over the years and there is no reason to believe that their positive links in the locality will not be retained and built on. They also have longstanding professional relationships with other mainstream and special provision across the city and these will also continue within the new model of the city's provision. Closer links will be developed with local employment and FE opportunities in order to create the new post 16 provision.

7 THE OUTCOME OF THE CONSULTATION

- 7.1 All responses to the consultation on the creation of the new hubs have been carefully reviewed, alongside three other significant elements of consideration:
- an analysis of the current model of provision in the city which does not reflect the present pattern of need and demand for places
 - the support for change evident during the review process
 - the analysis of the current and future budget position
- 7.2 There are significant budget pressures facing all schools at this time. These have been brought about by cumulative cost pressures, such as pay rises and higher employer contributions to national insurance and pension schemes. At the end of the 2016/17 financial year special school budgets in Brighton and Hove showed a net overspend of £164,000, with 3 of the 8 schools being in an overspend position. Some schools had been able to draw on historic underspends to avoid going over budget because of spiralling costs, but this is no longer sustainable. There is a considerable challenge for these schools to bring their budgets back into balance and it is likely that licensed deficit arrangements will be necessary. The economies of scale that should be delivered through the SEND Review and specifically the redesign of the special schools and Pupil Referral Units will better enable schools (hubs) to achieve balanced budgets.
- 7.3 In response to the consultation feedback the LA has made two changes to the original proposals. The proposed upper age range of the west and SEMH hubs has been adjusted from 18 to 19 and thus creates parity across the city. Secondly, the proposed designation of the east and west hubs has been changed from 'learning difficulties' to 'severe and complex needs'.
- 7.4 The LA has considered the consultation feedback carefully and where there are concerns about the new model of provision, every effort will be made to allay concerns and ensure a smooth transition to the new model for all children. A number of related issues were also raised during the consultation which were not the focus of these specific proposals and these will be considered as the review progresses. The new hub leaders will also be provided with further details about the consultation feedback. The LA intends to draft a statement of principles as a foundation for the ongoing development of the hubs and set out the expected outcomes of the redesigned provision.
- 7.5 It is acknowledged that there were a range of views on the proposals. However taking everything into account, it is felt that to move forward with the proposals to create the hubs would mean the following benefits for the city:
- a) each hub will be able to provide a holistic package of support for pupils and their families through a much more integrated offer across education, health and care/respite on site

- b) proposals respond to feedback from families that they want to see better coordination across education, care and health so that personalised plans for children have a unified set of objectives and outcomes
- c) the integrated hub model supports families to build resilience and stay together by:
 - a better extended day/short break offer where needed
 - direct support to families at home where children have challenging behaviour or very complex needs
- d) the availability of provision within the city which can offer a holistic package for children with multiple needs will reduce the need to resort to expensive out of city placements
- e) parents can be assured that high quality education can be maintained in all hubs, as each hub would consist of a school which has been consistently rated as outstanding and one as good
- f) proposals extend the age range to 19 at all three hubs and allow for more support in the transition to adulthood where needed
- g) best value would be achieved through the largest proportion of funding focussed on pupils and front line services, made possible by a streamlined management structure being in place
- h) the hubs would have sufficient pupils to guarantee financial viability in the future
- i) there would be greater economies of scale when commissioning health and care services
- j) proposals allow for £7.5m to be spent on upgrading the remaining sites
- k) proposals that merge special provision reflect newer successful models of best practice around the country, including that in neighbouring LAs.

7.6 The LA has considered the views expressed carefully and acknowledges that where there was positivity about the principles and vision for the new model of provision, anxieties remain about operational detail. Where real concerns exist, every effort will be made to mitigate these, so that there is no negative impact on pupil outcomes.

7.7 As a result of the feedback from the consultation, the LA has reconsidered the detail of the proposals and has made two changes in the recommendations going forward:

- (i) Extending the upper age range of the west and SEMH hubs from 18 to 19, to create parity across the city
- (ii) Changing the designation of the east and west hubs from 'learning difficulties' to 'severe and complex learning difficulties'

7.8 The principles behind the proposal to create three integrated hubs from our current provision as outlined in this report have the support of:

- The four governing bodies concerned – Hillside, Downs View, Homewood College and the CDP Federation (Cedar Centre, Downs Park and Patcham House)
- The management committees of the two PRUs – Brighton and Hove PRU and the Connected Hub
- The headteachers of Hillside and Downs View Schools and the Acting Executive Headteacher of the CDP Federation
- The Clinical Commissioning Group (specifically community paediatrics and children’s mental health).
- The Parent Carers’ Council (PACC)

8. Where and when the statutory notice and full proposal information will be available?

Brighton & Hove City Council will publish the statutory notice for this proposal on Friday 30th June 2017. The notice will remain in force for a period of 4 weeks i.e. until Friday 28th July 2017. Copies of the notice will be placed:

- at the entrance to both Hillside and Downs Park schools
- in other places in the community; namely Portslade Village Post Office, Portslade Library and the Jubilee Library

It will also be published in The Brighton & Hove Independent newspaper on 30th June 2017.

A copy of the statutory notice is attached to this document.

On Friday 30th June 2017 the full proposal information (this document plus appendices) will be sent to the following recipients:

- The Secretary of State for Education
- The governing bodies responsible for Hillside and Downs Park schools
- Members of the Children, Young People and Skills Committee
- Local Ward Councillors
- The Members of Parliament for Brighton & Hove
- The parents/ carers of every registered pupil at both Hillside and Downs Park Community Special Schools

It will also be published on the council’s website at the following address www.brighton-hove.gov.uk/school-statutory-notices.

Any person may request a copy of the full proposal information either by writing to Edd Yeo at:

Brighton & Hove City Council
Room 116 Hove Town Hall
Norton Road
Hove BN3 3BQ

or by contacting him on 01273 294354 or via email at edd.yeo@brighton-hove.gov.uk.

9. How to make representations or comment on the proposal

Any person may object or make a representation or comment on the proposal. This can be done by writing to:

Regan Delf, Assistant Director Health, SEN and Disability
Brighton & Hove City Council
2nd Floor, Hove Town Hall
Norton Road
Hove BN3 3BQ

before the closing date of 28th July 2017
or via email to her at regan.delf@brighton-hove.gov.uk

Following the closing date for representations, comments and objections, a report will be prepared for Children, Young People and Skills Committee to decide the proposal within two months i.e. no later than 29th September 2017. At the present time it is anticipated that the report will be considered at their meeting scheduled for 18th September 2017

[Appendix 1 Link](#)

Appendix 4

Brighton & Hove City Council

Statutory Notice: Proposals to discontinue Cedar Centre Community Special School and to enlarge the capacity and change the SEN designation of Downs View Community Special School

Notice is given in accordance with the Education and Inspections Act 2006 (“the Act”) that Brighton & Hove City Council, (“the Local Authority”), Hove Town Hall, Norton Road, Hove, East Sussex BN3 3BQ intends to implement the following proposals:

Part 1: Discontinuation of Cedar Centre Community Special School, Lynchet Close, Brighton BN1 7FP so that a combined hub offering improved integrated education and health and care offer can be created.

In accordance with section 15(1) of the Education and Inspections Act 2006 the Local Authority proposes to discontinue Cedar Centre Community Special School with effect from 31 August 2018.

It is intended that pupils attending Cedar Centre Special School at the time of closure will be offered places in Downs View Special School which, subject to Part 2, will enlarge its capacity, becoming the integrated hub from 31 August 2018.

This proposal will only take effect in conjunction with the proposals set out in Part 2. Neither part will be implemented separately.

Part 2: Prescribed changes to Downs View Community Special School, Warren Road, Brighton BN2 6BB from 1 September 2018 to create the integrated hub.

In accordance with section 19(1) of the Act it is intended to make the following prescribed alterations to Downs View Community Special School:

- (i) Enlarge the capacity of the school
- (ii) Change the SEN designation to ‘severe and complex needs’

Downs View is currently registered for 124 pupils. It is proposed to increase the capacity of the school to 200 which would include the number of registered places at Cedar Centre Community Special School. It is proposed that the increase in capacity will be achieved by initially utilising the premises of the former Cedar Centre Community Special School until the accommodation on the Downs View site is extended. It is also proposed that Downs View Community Special School will change its name.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Edd Yeo at Brighton & Hove City Council, Hove Town Hall Norton Road, Hove BN3 3BQ or by contacting him on 01273 294354 or via email at edd.yeo@brighton-hove.gov.uk. The Full Proposal is also on the Local Authority’s website and can be found at http://www.brighton-hove.gov.uk/statutory_notices

Within four weeks from the date of publication of this proposal (i.e. by 28 July 2017), any person may object to or make comments on the proposal by sending them to Regan Delf, Assistant Director Health, SEN and Disability, Brighton & Hove City Council, Hove Town Hall Norton Road Hove BN3 3BQ or via email to regan.delf@brighton-hove.gov.uk

Signed: Pinaki Ghoshal

Publication Date: 30 June 2017

Full statutory proposal information for proposed changes to Downs View Community Special School and Cedar Centre Community Special School

1. In accordance with sections 15 (1) and 19(1) of the Education and Inspections Act 2006 Brighton & Hove City Council proposes to expand and change the designation of Downs View Community Special School with effect from 1 September 2018 and proposes to close Cedar Centre Community Special School with effect from 31 August 2018

1.1 Local Authority (LA) details

Brighton & Hove City Council
Hove Town Hall
Norton Road
Hove BN3 3BQ

1.2 School details

Downs View Community Special School
Warren Road
Brighton BN2 6BB

Cedar Centre Community Special School
Lynchet Close,
Brighton BN1 7FP

- 1.3 Downs View is a registered Community Special School which makes day provision for boys and girls aged 2-19 with severe, profound and multiple learning difficulties. It is rated as outstanding by Ofsted. Cedar Centre is a registered Community Special School which makes day provision for boys and girls from age 4 to 16 with complex needs. It is rated as good by Ofsted. Currently there are 124 places commissioned at Downs View and 65 places commissioned at Cedar Centre. All pupils at both schools have an Education, Health and Care Plan or a statement of special educational needs and come mainly, but not exclusively from the east of the city. Neither school has a religious character. Downs View school currently is commissioned to manage the city's 16-19 specialist provision at Downs View Link College on the same site as Varndean College, a local mainstream sixth form college.

2. Implementation plan

- 2.1 These proposals are part of a redesign of the city's special provision and thus linked to other proposals being made concurrently. In order to achieve the merger between Downs View school and Cedar Centre to create a hub in the east of the city for pupils with a wider range of learning difficulties and complex needs, the LA is proposing to:
 - close Cedar Centre in August 2018
 - expand the number of places at Downs View to include those currently

- commissioned at Cedar Centre
- change the designation of Downs View to severe and complex learning difficulties.

Pupils from the Cedar Centre will remain on their current site, until either the building work on the Downs View site is finished or their individual plan supports transition at a more appropriate point. There is a long lead in time for the development of the new hub, and thus many of the pupils currently at the Cedar Centre will remain there until the end of their school career. A small number may transfer to alternative provision, should this be more appropriate to their needs. These two proposals are linked proposals and the local authority will either implement both proposals or neither. There will not be an instance where one proposal would be implemented on its own.

3. The objectives of the proposals

- 3.1 All LAs have a statutory responsibility to keep SEND provision under review, in order to be able to ensure that provision is able to meet the needs of children and young people with SEND and is sustainable into the future. The LA believes that the changes proposed will enhance the standard, range and quality of the city's special provision, which is all currently judged as good or outstanding. These schools are two of the city's six special schools. In 2014, Brighton and Hove City Council conducted a wide ranging review of its services for children with special educational needs and disabilities, which concluded that the LA should move towards developing more integrated and flexible services to provide for the holistic needs of those with SEND and their families and in doing so, could make better use of existing resources. The LA intends to maintain the existing number of special school places in the city overall, although these will be distributed across fewer provisions.
- 3.2 These proposals:
- are based on a vision to improve the integrated education, health and care offer for our most vulnerable young people
 - re-design our existing six special schools and two Pupil Referral Units into three 'hubs' offering enhanced education, health support and extended day provision on one site
 - maintain the number of special school and PRU places available across the city
 - consolidate provision so that it runs more efficiently and more sustainably into the future.

4. The decision making process

4.1 The journey of the review

There have been a number of milestones as the review has progressed towards more specific proposals for change across the city: Further details can be found in the committee report in Appendix 1.

4.2 Governance and participation

The integrity of this SEND review was overseen by a high level strategic Governance Board, and included parent/carers and young people, in line with the Local Authority's commitment to engage parents and young people effectively at all levels of strategic and decision making forums. During the life of the review, project groups were formed to cover the following areas:

- Learning difficulties (LD)
- Social emotional and mental health (SEMH)
- Early years (EY)
- Post 16 provision

Each group consisted of a broad range of stakeholders who would be affected by the changes in some way and who together had a breadth of expertise and experience to support the LA in its intention to co-produce specific options for change on which to formally consult

4.3 Formal consultation on the creation of the hubs across the city, including the proposal to create that for the west of the city by merging Downs View Community Special School through the expansion and re-designation of Downs View Community Special school and closing Cedar Centre Community Special School

At their meeting on 6 March 2017, the Children, Young People and Skills Committee agreed to proceed with a formal consultation on proposals to create the new hubs, which included a proposed hub in the east of the city, formed by merging Downs View and Cedar Centre schools. The proposal would require the expansion and re-designation of Downs View school and the closure Cedar Centre school. The consultation was conducted through a range of meetings with parent/carers, young people, education, social care and health staff and voluntary organisations alongside the opportunity for views to be submitted via the council's online consultation portal. The consultation period ran from 15 March to 9 May 2017.

Analysis of the feedback on the consultation of the hubs across the city can be found via Appendix1.

The feedback received online and via the consultation events covered the creation of hubs across the city. Thus the following summary in section 5 covers both the proposals relating to Downs View and Cedar Centre, as well as the proposals relating to the redesign of special provision across the city.

5. Summary of the main issues raised, with responses

5.1 The prospect of change

Parents were generally very happy with the current provision made for their child's needs and appreciated the high quality of the city's special provision, which are all rated good or outstanding by Ofsted. Any change that might disrupt this caused some parents and staff anxiety. However, maintaining the

status quo is not an option as the city's large number of very small schools is not financially sustainable. The level of commitment from senior leaders to continue to build on the quality offered at the moment to make the best possible provision in the future for the city's most vulnerable children and young people acknowledges the views of those who urged change and offers reassurance that the existing quality will at least be maintained. The existing governing bodies have begun to work together in different groupings, so that the transition from one model to another is as smooth as possible for everyone. This should mitigate the concerns expressed that the mergers would result in a 'take over' of one school over another to the point of domination.

Both the LA and the governing bodies have been keen to emphasise that the hubs will be deemed new organisations and the ethos developed with the shared perspective of school leaders, staff, parents and pupils. The council has agreed a long lead in time for any changes, as it is proposed that the hubs come into being on September 2018 and changes will be introduced over a number of years to minimise disruption for individual pupils. In some instances, ie the Pupil Referral Units, pupils were not always in agreement with their parents and welcomed the prospect of change, particularly new facilities and a wider curriculum offer. The proposal to increase post 16 opportunities received very positive feedback.

5.2 The level of detail

Although they recognised that this consultation focussed primarily on the model of provision and its legal framework, some respondents felt that they would have liked more detail about how the hubs might work on a day to day basis to be confident that they would be able to provide effectively for the needs of pupils and families. Governors and senior leaders attended the consultation meetings with parents and were able to give reassurance not only that they would want to retain the best of what currently exists and plan any changes sensitively and over time, but also that they were committed to involving parents in taking the hubs forward, so that what is provided in the future for pupils and their families is tailored to their needs. The LA would ensure that senior leaders have the feedback from the consultation so that they can use this to frame their early thinking and talk further to staff and families in the spirit of engagement and co-production.

5.3 Impact on pupils

Whilst there was some anxiety about the impact of changes to schools with which pupils are already familiar, it was acknowledged that the development of hubs will broaden what they can offer to pupils within the learning curriculum and in their social and personal development. The continuing need for programmes tailored to the needs of individuals, with a particular focus on personalised learning styles was considered important to ensure that pupils maximise their potential. There was support for the new provision to be introduced over a period of time, as it was agreed that this would minimise disruption for pupils. The vast majority of pupils will remain on their current site

with familiar staff. Where the needs of individual pupils might necessitate some changes, then this will be managed sensitively with a personalised plan for each pupil. Downs View School has had recent experience of a significant building work project adjacent to the school which was managed effectively to keep noise to a minimum and minimise any impact on pupils. The school's senior leaders were able to offer reassurance to parents that building work to extend the school or refurbish existing buildings would be managed similarly.

5.4 The size of the new hubs

Many parents liked very small schools and were keen to retain the personalised approaches that current provision is able to offer. The importance of continuing to tailor provision to the needs of individuals was a clear message in the consultation feedback and school leaders were able to explain that this approach, proven to be effective, would be maintained. Some respondents were very supportive of the council's rationale for creating larger organisations which could operate more flexibly and make the best use of resources. Strategic leaders in particular acknowledged that even at the new pupil numbers, they would not constitute large schools, compared to both similar provision in neighbouring LAs and the national picture and would offer exciting opportunities to do things differently.

5.5 The combination of schools to create the hubs

Whilst recognising the need to create larger schools with greater opportunities for flexibility and efficiency, some respondents questioned the rationale for bringing together the schools in the combinations which the proposals put forward. A small number suggested alternatives, for example bringing together Cedar Centre and Downs Park, whose pupil populations were felt to be similar, alongside a merged Hillside and Downs View would be a preferred option. This had been considered at an earlier stage of the review debate but not favoured, as it limited parental choice further and did not make best use of the benefits arising from the geographical location of the existing schools. Cedar Centre and Downs Park have historically been part of a Federation of three schools, but this model has not enabled them to maintain an even balance of pupil numbers.

5.6 Inclusion

The proposal to bring together a wider range of pupils with special educational needs in one hub created considerable debate. Those who supported the concept of inclusion in its broadest sense had no problem with this. However, others did not want the pupils either across the whole age range or with different needs to mix together. There was a difference in opinion about the apparent disparity between the council's commitment to inclusion and the extension of the age ranges of the new provision, although it was recognised that this increased the options available to parents. Concern was expressed about how the admission of very young children, particularly to SEMH provision, might lead to early 'labelling' of children, which was felt to be undesirable. Some parents were worried that resources might come under

pressure by the demands of those with profound and multiple learning difficulties, or that the needs of those deemed less complex might be overlooked. Some health colleagues in particular suggested that the schools should be brought together according to need, rather than locality. However, the council continues to have a legal duty to meet the needs of all pupils with special educational needs and disabilities. There is confidence, based on the experience of other LAs who have developed similar provision that this can be achieved very successfully in schools with a wider range of needs. There are a number of ways in which this can be managed- by the creative use of sites, a range of groupings according to learning style, pupil need and social, emotional and communication issues. The city's current PRU provision for primary and Key Stage 4 is effectively managed on the same site, but with separate accommodation and entrances, and offers one model of using sites creatively. Some parents who have opted to educate their children with very complex needs in mainstream were keen that consideration be given to them being able to access the wider range of services which are planned to be developed within the hubs.

5.7 The breadth of the new provision

Some parents were anxious that the needs of those pupils on the autistic spectrum were not being sufficiently addressed within the proposed changes. The current special schools all have pupils with a diagnosis of autism and this will continue. The council also plans to develop a new Special Facility in a mainstream secondary school to enable the needs of those with a range of communication difficulties to be met. It is planned that this should open in September 2018. Additionally the LA is looking to create a small specialist unit within one of the hubs for the small number of more able pupils with autism/Asperger's syndrome, whose challenging behaviour or mental health needs mean that they cannot cope in a mainstream school. The LA acknowledged the view of some parents that a change in designation of Hillside and Downs View to the generic term of 'learning difficulties' may not reflect the full breadth of needs that the hub is intended to meet. Thus the proposed re-designation has been adjusted to 'severe and complex learning difficulties.' The hubs should be able to offer a wider range of curriculum opportunities than previously available through smaller schools and this is likely to result in a curriculum that is more tailored to the ability, needs and interests of pupils than ever before, including those on the autistic spectrum. Respondents were keen that a wide range of accreditation options would be available in the new hubs, so that individual students could explore their talents fully, and gain qualifications according to their potential. PRU pupils were particularly keen to access a wider and more creative curriculum than at present, with improved facilities, and the creation of the SEMH hub is intended to offer increased flexibility by giving specialist staff the opportunity for staff development to work across different cohorts.

5.8 Post 16 provision

This was an area of the consultation which solicited strong views. There was little disagreement to the proposal to extend opportunities for provision beyond

the age of 16. However, there was a range of views about what this might look like and who could offer this provision. Existing providers of post 16 provision for those with the most severe and complex needs preferred that this provision should be expanded to retain a citywide provision for this cohort of students, although it was recognised that the numbers of students would exceed the capacity of the current building. There was considerable support from those mostly closely linked with the west and citywide SEMH hubs that the creation of post 16 provision elsewhere would enable there to be a broader range of models and thus offer different pathways to adulthood. It is intended that the new provision delivered via the west and citywide SEMH hubs should focus more on enhancing opportunities for those who could access local college courses or pathways to employment with the right level of specialist help, thus creating joint ventures with other providers. It was acknowledged that the original proposal created some inequality in the proposed age ranges for post 16 provision and the LA has addressed this in response to the views expressed during the consultation. The proposed age range for the SEMH and west hub is now extended to aged 19.

5.9 Integrated working

Meeting the holistic needs of pupils through working effectively together was rated as the one of the highest priorities at an earlier stage in the SEND review. Many respondents agreed that this would be a significant benefit of how the hubs would deliver what pupils need. The allocation of the proposed additional £300,000 across the 3 hubs for therapies and health services was welcomed. There was support for a greater role in school leaders in joint commissioning what services can be provided, and how they might best be integrated into the hub's core offer. Early work has begun with key partners to plan for any changes that might be necessary to secure joint planning and delivery of services.

5.10 Admissions

Some parents whose children do not currently attend their most local special school were anxious that they would be required to move their child to the hub closest to their home address. This consultation does not propose any changes to the admission arrangements to special provision. The LA would always look to place a child in their most local school, if that school is able to offer provision appropriate to a child's needs. However, parents still have a right to express a preference, and the LA is obliged to comply with that preference as long as it would not be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. A very small number of pupils have dual placements with mainstream schools, and the new hub arrangements do not change the city's policy and practice on these. Hubs will be encouraged to develop increased opportunities for links with mainstream schools.

5.11 Transport

Some parents had queries about entitlement to home to school transport, and how this might impact on which hub a child might attend, as well as the options available to families, particularly in relation to services which might be offered via the hubs in future. The council's policy on home to school transport does not form part of this consultation. However, transport arrangements will need to be considered carefully when the hubs develop an extended day, to ensure that equalities principles are upheld.

5.12 Traffic

Concerns about the impact of the creation of the hubs on local traffic were raised by a small number of respondents. As the number of children attending our special provision is not likely to change significantly, it is not envisaged that there will be an increase to the traffic involved in transporting pupils between their home and the hub. However, alterations to site access and car parking will form part of the discussions about the improvements to the new hub sites.

5.13 Sites

Many comments were received about the location of the new provision. A number of queries emerged about the future use of current sites. No sites in current use are likely to be relinquished until it is decided that a site is no longer needed. Respondents acknowledged that some sites are no longer fit for purpose (eg Dyke Road KS3 Pupil Referral Unit, which lacks outside space and accommodation which restricts the curriculum able to be offered there). Others will need refurbishment or new buildings. £7.5 million capital funding has been secured to spend on the improvements necessary to enable the three hubs to have the appropriate facilities to meet the needs of their new pupil population, although some doubted whether this would be sufficient. The need for the SEMH hub to be based across a number of different sites was a strong message, as SEMH encompasses both a very diverse range of needs and different patterns of provision depending on whether a pupil has an Education, Health and Care plan (EHCP) or is excluded, for example. The LA intends to address the issues about sites sensitively, working closely with colleagues in the property team to make the most creative use of available accommodation and the additional capital funding.

5.14 Funding

There was some scepticism about the financial case for change, a few suggesting that the proposed changes were merely a budget saving exercise. Making the proposed changes will enable the available funding to be used more efficiently and effectively, so that the city's special provision is sustainable into the future. The status quo is not an option, as there are budget deficits across a range of special provision, which can no longer be netted off against historic balances or bridged by additional funding from the LA. This was a strong message to staff and parents at consultation events. It

is not yet clear exactly how the new funding changes at national level would impact on the city's special provision, but school leaders were positive that a larger number of pupils in each hub and thus larger budgets would give them optimum flexibility to make the best use of available resources.

5.15 Staffing

Whilst many saw that the creation of the new hubs and the extension of provision in some hubs to include early years and post 16 provision might create new professional opportunities for staff, and some staff welcomed this, it was recognised that changes to the staffing structures in the hubs might also mean seeking economies of scale over time and this would impact on staff job security. The presence of union representatives at consultation meetings with staff groups gave them confidence that the appropriate HR processes would be put in place to manage any changes. There was a widespread view that the expertise within the city's current provision was highly valued and should be retained if at all possible. The attendance of governors at consultation events also gave them the opportunity to reinforce their intention to exercise sensitivity in the management of any change. Clarification was given at consultation events that the LA's role was strategic in the creation of the new model of provision, with the responsibility for developing an appropriate staffing and operational structure laying with the governing body.

- 5.16 There were a number of issues raised, which whilst not the focus of the immediate issues of the consultation, were important to capture, so that they can be raised in ongoing review discussions. The new hub leaders will also be provided with further details about this consultation feedback and the LA intends to establish some principles as a foundation for the ongoing development of the hub and set out the expected outcomes of the redesigned provision.

6. Further considerations

6.1 How can greater efficiency be achieved in the east hub?

A governing body has responsibility for ensuring that the allocated budget is managed efficiently, whilst ensuring that the needs of pupils are met. The creation of the hubs does not change this, but an increased number of pupils and a larger budget are likely to be able to offer greater flexibility to manage within budget, particularly times of particular financial challenge. The status quo is not an option in the current financial climate, as the LA is unable to sustain further allocation of additional funding to balance special school budgets. Money saved from any economies of scale that the governing body can achieve could be reinvested into the hub and focussed on their priorities.

6.2 How will current pupils at Downs View and Cedar Centre be affected by the proposed changes?

There will be a long lead in time to develop the new hub, so that any change can be planned and implemented sensitively, with minimal disruption for

children. In the immediate future, the current sites of both schools are to be retained. Thus current pupils from both schools will be able to remain on their existing site with their peer group and familiar staff for the immediate future. The transition of the small number of Cedar centre pupils to the new site will be planned at the appropriate time according to their needs. A small number of existing Cedar Centre pupils may transfer to alternative provision, should this be more appropriate to their needs. The LA intends to use a proportion of the £7.5million capital money set aside for the redesign of special provision to refurbish the current Downs View site and build new accommodation and improved facilities to enable the new hub to be located on the Woodingdean site in the future. An improved learning environment is likely to benefit all pupils.

Longer term, school leaders may make changes to how staff are deployed, as any school might when they keep their provision under review. In the new hub pupils will undoubtedly benefit from broader curriculum opportunities, both during and beyond the school day alongside their core National Curriculum entitlement. Improvements to the learning environment when the new school site from the allocated capital money to support the implementation of the proposals will be of direct benefit to pupils. The availability of an additional £300,000 across the hubs for health and therapy services will enable more joint commissioning of services closely matched to the needs of individual pupils and the hub's priorities. This will enable the hubs to meet the needs of their pupils more holistically.

6.3 What will happen to the staff currently working at Downs View and Cedar Centre?

The governing body will have responsibility for the appointment of the leadership team of the hub, including the executive headteacher of the east hub. Thereafter, the staffing structure is likely to be developed over time in order to support the desired ethos of the new hub, so that it is seen as new provision, thus avoiding any perceptions that one school has 'taken over' another. The LA very much values the experience and expertise of those working at both schools and shares the wishes of governing bodies to retain these within the city as far as possible.

Once the period of consultation is over, all staff affected by the change will have access to individual meetings to discuss their futures and any opportunities available. Union representatives were present at staff consultation events to reassure staff of their support and fair application of the council's employment policy and practice.

In terms of staff wellbeing at a difficult time, Public Health have offered a range of support services to staff and some funding for staff to organise support for themselves.

6.4 What impact will the changes have on the community?

Both schools have been an integral part of the city's special school community

over the years and there is no reason to believe that their positive links in the locality will not be retained and built on. They also have longstanding professional relationships with other special provision across the city and these will also continue within the new model of the city's provision.

7 THE OUTCOME OF THE CONSULTATION

- 7.1 All responses to the consultation on the creation of the new hubs have been carefully reviewed, alongside three other significant elements of consideration:
- an analysis of the current model of provision in the city which does not reflect the present pattern of need and demand for places
 - the support for change evident during the review process
 - the analysis of the current and future budget position
- 7.2 There are significant budget pressures facing all schools at this time. These have been brought about by cumulative cost pressures, such as pay rises and higher employer contributions to national insurance and pension schemes. At the end of the 2016/17 financial year special school budgets in Brighton and Hove showed a net overspend of £164,000, with 3 of the 8 schools being in an overspend position. Some schools had been able to draw on historic underspends to avoid going over budget because of spiralling costs, but this is no longer sustainable. There is a considerable challenge for these schools to bring their budgets back into balance and it is likely that licensed deficit arrangements will be necessary. The economies of scale that should be delivered through the SEND Review and specifically the redesign of the special schools and Pupil Referral Units will better enable schools (hubs) to achieve balanced budgets.
- 7.3 In response to the consultation feedback the LA has made two changes to the original proposals. The proposed upper age range of the west and SEMH hubs has been adjusted from 18 to 19 and thus creates parity across the city. Secondly, the proposed designation of the east and west hubs has been changed from 'learning difficulties' to 'severe and complex needs'.
- 7.4 The LA has considered the consultation feedback carefully and where there are concerns about the new model of provision, every effort will be made to allay concerns and ensure a smooth transition to the new model for all children. A number of related issues were also raised during the consultation which were not the focus of these specific proposals and these will be considered as the review progresses. The new hub leaders will also be provided with further details about the consultation feedback. The LA intends to draft a statement of principles as a foundation for the ongoing development of the hubs and set out the expected outcomes of the redesigned provision.
- 7.5 It is acknowledged that there were a range of views on the proposals. However taking everything into account, it is felt that to move forward with the proposals to create the hubs would mean the following benefits for the city:

- a) each hub will be able to provide a holistic package of support for pupils and their families through a much more integrated offer across education, health and care/respice on site
- b) proposals respond to feedback from families that they want to see better coordination across education, care and health so that personalised plans for children have a unified set of objectives and outcomes
- c) the integrated hub model supports families to build resilience and stay together by:
 - a better extended day/short break offer where needed
 - direct support to families at home where children have challenging behaviour or very complex needs
- d) the availability of provision within the city which can offer a holistic package for children with multiple needs will reduce the need to resort to expensive out of city placements
- e) parents can be assured that high quality education can be maintained in all hubs, as each hub would consist of a school which has been consistently rated as outstanding and one as good
- f) proposals extend the age range to 19 at all three hubs and allow for more support in the transition to adulthood where needed
- g) best value would be achieved through the largest proportion of funding focussed on pupils and front line services, made possible by a streamlined management structure being in place
- h) the hubs would have sufficient pupils to guarantee financial viability in the future
- i) there would be greater economies of scale when commissioning health and care services
- j) proposals allow for £7.5m to be spent on upgrading the remaining sites
- k) proposals that merge special provision reflect newer successful models of best practice around the country, including that in neighbouring LAs.

7.6 The LA has considered the views expressed carefully and acknowledges that where there was positivity about the principles and vision for the new model of provision, anxieties remain about operational detail. Where real concerns exist, every effort will be made to mitigate these, so that there is no negative impact on pupil outcomes.

7.7 As a result of the feedback from the consultation, the LA has reconsidered the detail of the proposals and has made two changes in the recommendations going forward:

- (i) Extending the upper age range of the west and SEMH hubs from 18 to 19, to create parity across the city
- (ii) Changing the designation of the east and west hubs from 'learning difficulties' to 'severe and complex learning difficulties'

7.8 The principles behind the proposal to create three integrated hubs from our current provision as outlined in this report have the support of:

- The four governing bodies concerned – Hillside, Downs View, Homewood College and the CDP Federation (Cedar Centre, Downs Park and Patcham House)
- The management committees of the two PRUs – Brighton and Hove PRU and the Connected Hub
- The headteachers of Hillside and Downs View Schools and the Acting Executive Headteacher of the CDP Federation
- The Clinical Commissioning Group (specifically community paediatrics and children’s mental health).
- The Parent Carers’ Council (PACC)

8. Where and when will the statutory notice and full proposal information be available?

Brighton & Hove City Council will publish the statutory notice for this proposal on Friday 30th June 2017. The notice will remain in force for a period of 4 weeks i.e. until Friday 28th July 2017. Copies of the notice will be placed:

- at the entrance to both Downs View (main site and Downs View Link College site) and Cedar Centre schools
- in other places in the community; namely the local post office, library and the Jubilee Library

It will also be published in The Brighton & Hove Independent newspaper on 30th June 2017.

A copy of the statutory notice is attached to this document.

On Friday 30th June 2017 the full proposal information (this document plus appendices) will be sent to the following recipients:

- The Secretary of State for Education
- The governing bodies responsible for Downs View and Cedar Centre schools
- Members of the Children, Young People and Skills Committee
- Local Ward Councillors
- The Members of Parliament for Brighton & Hove
- The parents/ carers of every registered pupil at both Cedar Centre and Downs View Community Special Schools

It will also be published on the council’s website at the following address www.brighton-hove.gov.uk/school-statutory-notice.

Any person may request a copy of the full proposal information either by writing to Edd Yeo at:

Brighton & Hove City Council
 Room 116 Hove Town Hall
 Norton Road
 Hove BN3 3BQ

or by contacting him on 01273 294354 or via email at edd.yeo@brighton-hove.gov.uk.

9. How to make representations or comment on the proposal

Any person may object or make a representation or comment on the proposal. This can be done by writing to:

Regan Delf, Assistant Director Health, SEN and Disability
Brighton & Hove City Council
2nd Floor, Hove Town Hall
Norton Road
Hove BN3 3BQ

or via email to her at regan.delf@brighton-hove.gov.uk before the closing date of 28th July 2017

Following the closing date for representations, comments and objections, a report will be prepared for Children, Young People and Skills Committee to decide the proposal within two months i.e. no later than 29th September 2017. At the present time it is anticipated that the report will be considered at their meeting scheduled for 18th September 2017

[Appendix 1 Link](#)

Appendix 5

Brighton & Hove City Council

Statutory Notice: Proposals to make prescribed alterations to change the age range and enlarge the capacity of Homewood College Community Special School

Notice is given in accordance with the Education and Inspections Act 2006 (“the Act”) that Brighton & Hove City Council, (“the Local Authority”), Hove Town Hall, Norton Road, Hove, East Sussex BN3 3BQ intends to implement the following proposals so that a combined hub offering improved integrated education and health and care offer can be created:

Prescribed changes to Homewood Community Special School, Queensdown School Road, Brighton BN1 7LA from 1 September 2018 to create the new integrated hub.

In accordance with section 19(1) of the Act it is intended to make the following prescribed alterations to Homewood Community Special School:

- (i) Enlarge the capacity of the school
- (ii) Extend the age range from 11-16 to 5-19

Homewood is currently registered for 45 pupils. It is proposed to increase the capacity of the school to 60 in order that some pupils who are currently attending the Local Authority’s Pupil Referral Unit have the option to transfer to Homewood College. It is also proposed to extend the current age range from 11-16 to 5-19 years of age. It is proposed that the increase in capacity will be achieved by utilising other premises across the city, including the existing Pupil Referral Unit, in order to be able to make effective provision for the full range of need. If necessary there could also be an extension at the existing school site.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Edd Yeo at Brighton & Hove City Council, Hove Town Hall Norton Road, Hove BN3 3BQ or by contacting him on 01273 294354 or via email at edd.yeo@brighton-hove.gov.uk. The Full Proposal is also on the Local Authority’s website and can be found at [http://www.brighton-hove.gov.uk/statutory notices](http://www.brighton-hove.gov.uk/statutory%20notices)

Within four weeks from the date of publication of this proposal (i.e. by 28 July 2017), any person may object to or make comments on the proposal by sending them to Regan Delf, Assistant Director Health, SEN and Disability, Brighton & Hove City Council, Hove Town Hall Norton Road Hove BN3 3BQ or via email to regan.delf@brighton-hove.gov.uk

Signed: Pinaki Ghoshal

Publication Date: 30 June 2017

Full statutory proposal information for proposed changes to Homewood College Community Special School

1. In accordance with sections 19(1) of the Education and Inspections Act 2006 Brighton & Hove City Council proposes to expand and extend the age range of Homewood Community Special School with effect from 1 September 2018.

1.1 Local Authority (LA) details

Brighton and Hove City Council
Hove Town Hall
Norton Road
Hove BN3 3BQ

1.2 School details

Homewood College Community Special School
Queensdown School Road
Brighton BN1 7LA

- 1.3 Homewood College is a registered Community Special School which makes day provision for boys and girls aged 11-16 with social, emotional and mental health needs. It is rated as good by OFSTED. Currently the LA commissions 45 places at the school. All pupils have an Education, Health and Care Plan or a statement of special educational needs and come from across the city. The school does not have a religious character.

2. Implementation plan

- 2.1 This proposal is part of a redesign of the city's special provision and thus linked to other proposals being made concurrently. For Homewood College, the Local Authority is proposing to:
- expand the number of places from 1 September 2018
 - change the age range from 11-16 to 5-19

and bring this provision together with the city's Pupil Referral Unit to create a citywide hub for children and young people with a wide range of social, emotional and mental health needs. In order to be able to meet the full range of need, the hub will make use of more than one site. This proposal is linked to other concurrent proposals and the Local Authority will either implement all proposals or none of them. There will not be an instance where one proposal would be implemented on its own.

3. The objectives of the proposals

- 3.1 All LAs have a statutory responsibility to keep SEND provision under review, in order to be able to ensure that provision is able to meet the needs of children and young people with SEND and is sustainable into the future. The LA believes that the changes proposed will enhance the standard, range and quality of the city's special provision, which is all currently judged as good or outstanding. Homewood College is one of the city's 6 special schools. In 2014, Brighton and Hove City Council conducted a wide ranging review of its services for children with special educational needs and disabilities, which concluded that the LA should move towards developing more integrated and flexible services to provide for the holistic needs of those with SEND and their families and in doing so, could make better use of existing resources. The LA intends to maintain the existing number of special school places across the

city, although these will be distributed across fewer provisions.

3.2 These proposals:

- are based on a vision to improve the integrated education, health and care offer for our most vulnerable young people
- re-design our existing six special schools and two Pupil Referral Units into three 'hubs' offering enhanced education, health support and extended day provision on one site
- maintain the number of special school and PRU places available across the city
- consolidate provision so that it runs more efficiently and more sustainably into the future.

4. The decision making process

4.1 The journey of the review

There have been a number of milestones as the review has progressed towards more specific proposals for change across the city: Further details can be found in the committee report in Appendix 1.

4.2 Governance and participation

The integrity of this SEND review was overseen by a high level strategic Governance Board, and included parent/carers and young people, in line with the Local Authority's commitment to engage parents and young people effectively at all levels of strategic and decision making forums. During the life of the review, project groups were formed to cover the following areas:

- Learning difficulties (LD)
- Social emotional and mental health (SEMH)
- Early years (EY)
- Post 16 provision

Each group consisted of a broad range of stakeholders who would be affected by the changes in some way and who together had a breadth of expertise and experience to support the LA in its intention to co-produce specific options for change on which to formally consult

4.3 Formal consultation on the creation of the hubs across the city, including the proposal to create a citywide hub for those children and young people with SEMH

At their meeting on 6 March 2017, the Children, Young People and Skills Committee agreed to proceed with a formal consultation on proposals to redesign the existing special schools and Pupil Referral Units to create three new hubs, including a hub for pupils with SEMH. The consultation was conducted through a programme of events for parent/carers, young people, education, social care and health staff and voluntary organisations. Feedback was also gathered via the council's online consultation portal. The consultation period ran from 15 March to 9 May 2017.

Analysis of the feedback on the consultation of the hubs across the city can be found via Appendix1.

The feedback received online and via the consultation events covered the creation of hubs across the city. Thus the following summary in section 5 covers both the proposals relating to Homewood College as well as the proposals relating to the redesign of special provision across the city.

5. Summary of the main issues raised, with responses

5.1 The prospect of change

Parents were generally very happy with the current provision made for their child's needs and appreciated the high quality of the city's special provision which are all rated good or outstanding by Ofsted. Any change that might disrupt this caused some parents and staff anxiety. However, maintaining the status quo is not an option as the city's large number of very small schools is not financially sustainable. The level of commitment from senior leaders to continue to build on the quality offered at the moment to make the best possible provision in the future for the city's most vulnerable children and young people acknowledges the views of those who urged change and offers reassurance that the existing quality will at least be maintained. The existing governing bodies have begun to work together in different groupings, so that the transition from one model to another is as smooth as possible for everyone. This should mitigate the concerns expressed that the mergers would result in a 'take over' of one school over another to the point of domination.

Both the LA and the governing bodies have been keen to emphasise that the hubs will be deemed new organisations and the ethos developed with the shared perspective of school leaders, staff, parents and pupils. The council has agreed a long lead in time for any changes, as it is proposed that the hubs come into being on September 2018 and changes will be introduced over a number of years to minimise disruption for individual pupils. In some instances, ie the Pupil Referral Units, pupils were not always in agreement with their parents and welcomed the prospect of change, particularly new facilities and a wider curriculum offer. The proposal to increase post 16 opportunities received very positive feedback.

5.2 The level of detail

Although they recognised that this consultation focussed primarily on the model of provision and its legal framework, some respondents felt that they would have liked more detail about how the hubs might work on a day to day basis to be confident that they would be able to provide effectively for the needs of pupils and families. Governors and senior leaders attended the consultation meetings with parents and were able to give reassurance not only that they would want to retain the best of what currently exists and plan any changes sensitively and over time, but also that they were committed to

involving parents in taking the hubs forward, so that what is provided in the future for pupils and their families is tailored to their needs. The LA would ensure that senior leaders have the feedback from the consultation so that they can use this to frame their early thinking and talk further to staff and families in the spirit of engagement and co-production.

5.3 Impact on pupils

Whilst there was some anxiety about the impact of changes to schools with which pupils are already familiar, it was acknowledged that the development of hubs will broaden what they can offer to pupils within the learning curriculum and in their social and personal development. The continuing need for programmes tailored to the needs of individuals, with a particular focus on personalised learning styles was considered important to ensure that pupils maximise their potential. There was support for the new provision to be introduced over a period of time, as it was agreed that this would minimise disruption for pupils. The vast majority of pupils will remain on their current site with familiar staff. Where the needs of individual pupils might necessitate some changes, then this will be managed sensitively with a personalised plan for each pupil. Downs View School has had recent experience of a significant building work project adjacent to the school which was managed effectively to keep noise to a minimum and minimise any impact on pupils. The school's senior leaders were able to offer reassurance to parents that building work to extend the school or refurbish existing buildings would be managed similarly.

5.4 The size of the new hubs

Many parents liked very small schools and were keen to retain the personalised approaches that current provision is able to offer. The importance of continuing to tailor provision to the needs of individuals was a clear message in the consultation feedback and school leaders were able to explain that this approach, proven to be effective, would be maintained. Some respondents were very supportive of the council's rationale for creating larger organisations which could operate more flexibly and make the best use of resources. Strategic leaders in particular acknowledged that even at the new pupil numbers, they would not constitute large schools, compared to both similar provision in neighbouring LAs and the national picture and would offer exciting opportunities to do things differently.

5.5 The combination of schools to create the hubs

Whilst recognising the need to create larger schools with greater opportunities for flexibility and efficiency, some respondents questioned the rationale for bringing together the schools in the combinations which the proposals put forward. A small number suggested alternatives, for example bringing together Cedar Centre and Downs Park, whose pupil populations were felt to be similar, alongside a merged Hillside and Downs View would be a preferred option. This had been considered at an earlier stage of the review debate but not favoured, as it limited parental choice further and did not make best use of the benefits arising from the geographical location of the existing schools.

Cedar Centre and Downs Park have historically been part of a Federation of three schools, but this model has not enabled them to maintain an even balance of pupil numbers.

5.6 Inclusion

The proposal to bring together a wider range of pupils with special educational needs in one hub created considerable debate. Those who supported the concept of inclusion in its broadest sense had no problem with this. However, others did not want the pupils either across the whole age range or with different needs to mix together. There was a difference in opinion about the apparent disparity between the council's commitment to inclusion and the extension of the age ranges of the new provision, although it was recognised that this increased the options available to parents. Concern was expressed about how the admission of very young children, particularly to SEMH provision, might lead to early 'labelling' of children, which was felt to be undesirable. Some parents were worried that resources might come under pressure by the demands of those with profound and multiple learning difficulties, or that the needs of those deemed less complex might be overlooked. Some health colleagues in particular suggested that the schools should be brought together according to need, rather than locality. However, the council continues to have a legal duty to meet the needs of all pupils with special educational needs and disabilities. There is confidence, based on the experience of other LAs who have developed similar provision that this can be achieved very successfully in schools with a wider range of needs. There are a number of ways in which this can be managed- by the creative use of sites, a range of groupings according to learning style, pupil need and social, emotional and communication issues. The city's current PRU provision for primary and Key Stage 4 is effectively managed on the same site, but with separate accommodation and entrances, and offers one model of using sites creatively. Some parents who have opted to educate their children with very complex needs in mainstream were keen that consideration be given to them being able to access the wider range of services which are planned to be developed within the hubs.

5.7 The breadth of the new provision

Some parents were anxious that the needs of those pupils on the autistic spectrum were not being sufficiently addressed within the proposed changes. The current special schools all have pupils with a diagnosis of autism and this will continue. The council also plans to develop a new Special Facility in a mainstream secondary school to enable the needs of those with a range of communication difficulties to be met. It is planned that this should open in September 2018. Additionally the LA is looking to create a small specialist unit within one of the hubs for the small number of more able pupils with autism/Asperger's syndrome, whose challenging behaviour or mental health needs mean that they cannot cope in a mainstream school. The hubs should be able to offer a wider range of curriculum opportunities than previously available through smaller schools and this is likely to result in a curriculum that is more tailored to the ability, needs and interests of pupils than ever before,

including those on the autistic spectrum. Respondents were keen that a wide range of accreditation options would be available in the new hubs, so that individual students could explore their talents fully, and gain qualifications according to their potential. PRU pupils were particularly keen to access a wider and more creative curriculum than at present, with improved facilities, and the creation of the SEMH hub is intended to offer increased flexibility by giving specialist staff the opportunity for staff development to work across different cohorts.

5.8 Post 16 provision

This was an area of the consultation which solicited strong views. There was little disagreement to the proposal to extend opportunities for provision beyond the age of 16. However, there was a range of views about what this might look like and who could offer this provision. Existing providers of post 16 provision for those with the most severe and complex needs preferred that this provision should be expanded to retain a citywide provision for this cohort of students, although it was recognised that the numbers of students would exceed the capacity of the current building. There was considerable support from those mostly closely linked with the west and citywide SEMH hubs that the creation of post 16 provision elsewhere would enable there to be a broader range of models and thus offer different pathways to adulthood. It is intended that the new provision delivered via the west and citywide SEMH hubs should focus more on enhancing opportunities for those who could access local college courses or pathways to employment with the right level of specialist help, thus creating joint ventures with other providers. It was acknowledged that the original proposal created some inequality in the proposed age ranges for post 16 provision and the LA has addressed this in response to the views expressed during the consultation. The proposed age range for the SEMH and west hub is now extended to aged 19.

5.9 Closer working between the Pupil Referral Unit and Homewood College

The principles behind closer working between these two LA provisions received support. Whilst many saw the benefits of closer working, some were concerned about what this would mean in practice. The need to limit the number of pupils with SEMH on one site was highlighted as important to maintaining a productive learning environment, and utilising more than one site was felt to be key to the hub being able to effectively meet the diversity of need of pupils with SEMH. Linking the newly merged PRU and Homewood College to form the new SEMH hub will enable a more flexible response to meet the LA's responsibilities towards those whose challenging needs limit their ability to access mainstream schools. The significant rise in the number of exclusions in the last year has presented a significant challenge to the LA to meet its statutory responsibilities with the existing configuration of services. The merger of the two Pupil Referral Units does not require a statutory notice to achieve the change in model, although the governance arrangements for future working will need to be established appropriately, for which negotiations between governors and the members of the management committees have already begun. The views of many respondents reinforced the need for the LA

to carefully consider the appropriate use of sites to accommodate different aspects of social, emotional and mental health needs. This will be a key consideration in planning the operational structure and management of the SEMH hub.

5.10 Integrated working

Meeting the holistic needs of pupils through working effectively together was rated as the one of the highest priorities at an earlier stage in the SEND review. Many respondents agreed that this would be a significant benefit of how the hubs would deliver what pupils need. The allocation of the proposed additional £300,000 across the 3 hubs for therapies and health services was welcomed. There was support for a greater role for school leaders in joint commissioning what services can be provided, and how they might best be integrated into the hub's core offer. Early work has begun with key partners to plan for any changes that might be necessary to secure joint planning and delivery of services.

5.11 Admissions

Some parents whose children do not currently attend their most local special school were anxious that they would be required to move their child to the hub closest to their home address. This consultation does not propose any changes to the admission arrangements to special provision. The LA would always look to place a child in their most local school, if that school is able to offer provision appropriate to a child's needs. However, parents still have a right to express a preference, and the LA is obliged to comply with that preference as long as it would not be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. A very small number of pupils have dual placements with mainstream schools, and the new hub arrangements do not change the city's policy and practice on these. Hubs will be encouraged to develop increased opportunities for links with mainstream schools.

5.12 Transport

Some parents had queries about entitlement to home to school transport, and how this might impact on which hub a child might attend, as well as the options available to families, particularly in relation to services which might be offered via the hubs in future. The council's policy on home to school transport does not form part of this consultation. However, transport arrangements will need to be considered carefully when the hubs develop an extended day, to ensure that equalities principles are upheld.

5.13 Traffic

Concerns about the impact of the creation of the hubs on local traffic were raised by a small number of respondents. As the number of children attending our special provision is not likely to change significantly, it is not envisaged

that there will be an increase to the traffic involved in transporting pupils between their home and the hub. However, alterations to site access and car parking will form part of the discussions about the improvements to the new hub sites.

5.14 Sites

Many comments were received about the location of the new provision. A number of queries emerged about the future use of current sites. No sites in current use are likely to be relinquished until it is decided that a site is no longer needed. Respondents acknowledged that some sites are no longer fit for purpose (ie Dyke Road KS3 Pupil Referral Unit, which lacks outside space and accommodation which restricts the curriculum able to be offered there). Others will need refurbishment or new buildings. £7.5 million capital funding has been secured to spend on the improvements necessary to enable the three hubs to have the appropriate facilities to meet the needs of their new pupil population, although some doubted whether this would be sufficient. The need for the SEMH hub to be based across a number of different sites was a strong message, as SEMH encompasses both a very diverse range of needs and different patterns of provision depending on whether a pupil has an Education, Health and Care plan (EHCP) or is excluded, for example. The LA intends to address the issues about sites sensitively, working closely with colleagues in the property team to make the most creative use of available accommodation and the additional capital funding.

5.15 Funding

There was some scepticism about the financial case for change, a few suggesting that the proposed changes were merely a budget saving exercise. Making the proposed changes will enable the available funding to be used more efficiently and effectively, so that the city's special provision is sustainable into the future. The status quo is not an option, as there are significant budget deficits across a range of provision which can no longer be netted off against historic balances or bridged by additional funding from the LA. This was a strong message to staff and parents at consultation events. It is not yet clear exactly how the new funding changes at national level would impact on the city's special provision, but school leaders were positive that a larger number of pupils in each hub and thus larger budgets would give them optimum flexibility to make the best use of available resources.

5.16 Staffing

Whilst many saw that the creation of the new hubs and the extension of provision in some hubs to include early years and post 16 provision might create new professional opportunities for staff, and some staff welcomed this, it was recognised that changes to the staffing structures in the hubs might also mean seeking economies of scale over time and this would impact on staff job security. The presence of union representatives at consultation meetings with staff groups gave them confidence that the appropriate HR processes would be put in place to manage any changes. There was a widespread view that

the expertise within the city's current provision was highly valued and should be retained if at all possible. The attendance of governors at consultation events also gave them the opportunity to reinforce their intention to exercise sensitivity in the management of any change. Clarification was given at consultation events that the LA's role was strategic in the creation of the new model of provision, with the responsibility for developing an appropriate staffing and operational structure laying with the governing body.

- 5.17 There were a number of issues raised, which whilst not the focus of the immediate issues of the consultation, were important to capture, so that they can be raised in ongoing review discussions. The new hub leaders will also be provided with further details about this consultation feedback and the LA intends to establish some principles as a foundation for the ongoing development of the hub and set out the expected outcomes of the redesigned provision.

6. Further considerations

6.1 How can greater efficiency be achieved in the SEMH hub?

A governing body has responsibility for ensuring that the allocated budget is managed efficiently, whilst ensuring that the needs of pupils are met. The management committee for the Pupil Referral Unit will have a parallel responsibility. The creation of the hub will not change this, but an increased number of pupils within one organisation and a larger budget are likely to be able to offer greater flexibility to manage within budget, particularly at times of particular financial challenge. The status quo is not an option in the current financial climate, as the LA is no longer able to sustain the further allocation of additional funding to balance the school's (or the PRU's) budget. Money saved from any economies of scale that the governing body can achieve could be reinvested into the hub and focussed on their priorities.

6.2 How will current pupils at Homewood College be affected by the proposed changes?

There will be a long lead in time to develop the new hub, so that any change can be planned and implemented sensitively, with minimal disruption to pupils. It is intended that the existing Homewood site will be the base for the new SEMH hub. Thus current pupils will be able to remain on their existing site with their peer group and familiar staff for the immediate future and their travel arrangements will not change. The LA intends to use a proportion of the £7.5million capital money set aside for the redesign of special provision to refurbish the current Homewood College site to improve accommodation and facilities. In the new hub pupils will undoubtedly benefit from broader curriculum opportunities, both during and beyond the school day alongside their core National Curriculum entitlement. Improvements to the learning environment on the new school site from the allocated capital money to support the implementation of the proposals will be of direct benefit to pupils. The availability of an additional £300,000 across the hubs for health and therapy services will enable more joint commissioning of services closely

matched to the needs of individual pupils and the hub's priorities. This will enable the hubs to meet the needs of their pupils more holistically.

6.3 What will happen to the staff currently working at Homewood College?

The governing body will have responsibility for the appointment of the leadership team of the SEMH hub, including the executive headteacher. Thereafter, the staffing structure is likely to be developed over time in order to support the desired ethos of the new hub. The Local Authority very much values the experience and expertise of those working at both Homewood College and the Pupil Referral Units and shares the wishes of governing bodies and management committee to retain these within the city as far as possible. In time, school leaders may make changes to how staff are deployed, as any school might when they keep their provision under review. It is likely that a wider organisation will be able to sustain the employment of a broader range of staff with a specialist subject expertise which will be of direct benefit to pupils.

Once the period of consultation is over, all staff affected by the change will have access to individual meetings to discuss their futures and any opportunities available. Union representatives were present at staff consultation events to reassure staff of their support and fair application of the council's employment policy and practice.

In terms of staff wellbeing at a difficult time, Public Health have offered a range of support services to staff and some funding for staff to organise support for themselves.

6.4 What impact will the changes have on the community?

Homewood College has been an integral part of the city's special school community over the years and there is no reason to believe that their positive links in the locality will not be retained and built on. They also have longstanding professional relationships with other special provision across the city and these will also continue within the new model of the city's provision, when the Pupil Referral unit comes together with Homewood College to create the new SEMH hub.

7 THE OUTCOME OF THE CONSULTATION

- 7.1 All responses to the consultation on the creation of the new hubs have been carefully reviewed, alongside three other significant elements of consideration:
- an analysis of the current model of provision in the city which does not reflect the present pattern of need and demand for places
 - the support for change evident during the review process
 - the analysis of the current and future budget position
- 7.2 There are significant budget pressures facing all schools at this time. These have been brought about by cumulative cost pressures, such as pay rises and

higher employer contributions to national insurance and pension schemes. At the end of the 2016/17 financial year special school budgets in Brighton and Hove showed a net overspend of £164,000, with three of the eight schools being in an overspend position. Some schools had been able to draw on historic underspends to avoid going over budget because of spiralling costs, but this is no longer sustainable. There is a considerable challenge for these schools to bring their budgets back into balance and it is likely that licensed deficit arrangements will be necessary. The economies of scale that should be delivered through the SEND Review and specifically the redesign of the special schools and Pupil Referral Units will better enable schools (hubs) to achieve balanced budgets.

- 7.3 In response to the consultation feedback the LA has made two changes to the original proposals. The proposed upper age range of the west and SEMH hubs has been adjusted from 18 to 19 and thus creates parity across the city. Secondly, the proposed designation of the east and west hubs has been changed from 'learning difficulties' to 'severe and complex needs'.
- 7.4 The LA has considered the consultation feedback carefully and where there are concerns about the new model of provision, every effort will be made to allay concerns and ensure a smooth transition to the new model for all children. A number of related issues were also raised during the consultation which were not the focus of these specific proposals and these will be considered as the review progresses. The new hub leaders will also be provided with further details about the consultation feedback. The LA intends to draft a statement of principles as a foundation for the ongoing development of the hubs and set out the expected outcomes of the redesigned provision.
- 7.5 It is acknowledged that there were a range of views on the proposals. However taking everything into account, it is felt that to move forward with the proposals to create the hubs would mean the following benefits for the city:
- a) each hub will be able to provide a holistic package of support for pupils and their families through a much more integrated offer across education, health and care/respite on site
 - b) proposals respond to feedback from families that they want to see better coordination across education, care and health so that personalised plans for children have a unified set of objectives and outcomes
 - c) the integrated hub model supports families to build resilience and stay together by:
 - a better extended day/short break offer where needed
 - direct support to families at home where children have challenging behaviour or very complex needs
 - d) the availability of provision within the city which can offer a holistic package for children with multiple needs will reduce the need to resort to expensive out of city placements
 - e) parents can be assured that high quality education can be maintained in all hubs, as each hub would consist of a school which has been consistently rated as outstanding and one as good

- f) proposals extend the age range to 19 at all three hubs and allow for more support in the transition to adulthood where needed
- g) best value would be achieved through the largest proportion of funding focussed on pupils and front line services, made possible by a streamlined management structure being in place
- h) the hubs would have sufficient pupils to guarantee financial viability in the future
- i) there would be greater economies of scale when commissioning health and care services
- j) proposals allow for £7.5m to be spent on upgrading the remaining sites
- k) proposals that merge special provision reflect newer successful models of best practice around the country, including that in neighbouring LAs.

7.6 The LA has considered the views expressed carefully and acknowledges that where there was positivity about the principles and vision for the new model of provision, anxieties remain about operational detail. Where real concerns exist, every effort will be made to mitigate these, so that there is no negative impact on pupil outcomes.

7.7 As a result of the feedback from the consultation, the LA has reconsidered the detail of the proposals and has made two changes in the recommendations going forward:

- (i) Extending the upper age range of the west and SEMH hubs from 18 to 19, to create parity across the city
- (ii) Changing the designation of the east and west hubs from 'learning difficulties' to 'severe and complex learning difficulties'

7.8 The principles behind the proposal to create three integrated hubs from our current provision as outlined in this report have the support of:

- The four governing bodies concerned – Hillside, Downs View, Homewood College and the CDP Federation (Cedar Centre, Downs Park and Patcham House)
- The management committees of the two PRUs – Brighton and Hove PRU and the Connected Hub
- The headteachers of Hillside and Downs View Schools and the Acting Executive Headteacher of the CDP Federation
- The Clinical Commissioning Group (specifically community paediatrics and children's mental health).
- The Parent Carers' Council (PACC)

8. Where and when the statutory notice and full proposal information will be available?

Brighton & Hove City Council will publish the statutory notice for this proposal on Friday 30th June 2017. The notice will remain in force for a period of 4 weeks i.e. until Friday 28th July 2017. Copies of the notice will be placed:

- at the entrance to Homewood College
- in other places in the community; namely the local Post Office, local Library and the Jubilee Library

It will also be published in The Brighton & Hove Independent newspaper on 30th June 2017.

A copy of the statutory notice is attached to this document.

On Friday 30th June 2017 the full proposal information (this document plus appendices) will be sent to the following recipients:

- The governing body responsible for Homewood College
- The management committee of the Pupil Referral Unit
- Members of the Children, Young People and Skills Committee
- Local Ward Councillors
- The Members of Parliament for Brighton & Hove
- The parents/ carers of every registered pupil at Homewood College

It will also be published on the council's website at the following address www.brighton-hove.gov.uk/school-statutory-notice.

Any person may request a copy of the full proposal information either by writing to Edd Yeo at:

Brighton & Hove City Council
Room 116 Hove Town Hall
Norton Road
Hove BN3 3BQ

or by contacting him on 01273 294354 or via email at edd.yeo@brighton-hove.gov.uk.

9. How to make representations or comment on the proposal

Any person may object or make a representation or comment on the proposal. This can be done by writing to:

Regan Delf, Assistant Director Health, SEN and Disability
Brighton & Hove City Council
2nd Floor, Hove Town Hall
Norton Road
Hove BN3 3BQ

before the closing date of 28th July 2017
or via email to her at regan.delf@brighton-hove.gov.uk

Following the closing date for representations, comments and objections, a report will be prepared for Children, Young People and Skills Committee to decide the proposal within two months i.e. no later 29th September 2017. At the present time it is anticipated that the report will be considered at their meeting scheduled for 18th September 2017.

[Appendix 1 Link](#)

Subject:	Developments in Mental Health Services for Children and Young People		
Date of Meeting:	19 June 2017		
Report of:	Executive Director Families, Children & Learning		
Contact Officer:	Name:	Gill Brooks	Tel: 01273 238717
		Mohammed Bham	01273 292808
	Email:	Gill.brooks1@nhs.net	
		Mohammed.bham@brighton-hove.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 information on the current children and young people's mental health and wellbeing services, and future developments, with particular emphasis on:
- a) Access and waiting times;
 - b) Outcomes, support while waiting for appointments; and
 - c) Child-friendly environments including school settings.

2. RECOMMENDATIONS:

- 2.1 To note and discuss the information provided.

3. CONTEXT/ BACKGROUND INFORMATION

National

- 3.1 Nationally, there is a great deal of focus on children's mental health services, recognising this is an area where improvements need to be made. *Future in Mind; promoting, protecting and improving our children and young people's mental health and wellbeing*¹ calls for a whole child and family approach, improving interventions and recovery, working with the voluntary sector and digital systems to break down barriers to develop a whole system service. The emphasis on the role of schools and how mental health can support education was outlined in *Counselling in Schools*² and in the *Mental Health Services and Schools link projects*³ of which Brighton and Hove was one of the pilot sites. The recent publication of *The Five Year Forward View – Mental Health*⁴ outlines the

¹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413393/Childrens_Mental_Health.pdf

² <https://www.gov.uk/government/publications/counselling-in-schools>

³ http://cdn.basw.co.uk/upload/basw_74221-6.pdf

⁴ <https://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf>

need to ensure increased access for children and young people who require mental health services, with an NHS target to increase capacity and access.

Brighton and Hove

- 3.2 Improving the mental health and wellbeing of children and young people in Brighton and Hove is a Clinical Commissioning Group (CCG) and Brighton and Hove City Council (BHCC) priority.
- 3.3 Whilst there are fantastic services in pockets across the City (for example online counselling and Tier 2 CAMHS), they are sometimes working in isolation and in a fragmented way, not necessarily together as a whole system.
- 3.4 During the review of services and also the Joint Strategic Needs Assessment⁵ the main concerns raised were:
- a) A clinic based structure is not always young person friendly and assessment and treatment needs to happen in alternative venues;
 - b) Referrers find there is a lack of clarity around eligibility criteria and referral systems for Tiers 2 and 3 CAMHS, leading to referrals bouncing back;
 - c) Services do not have the capacity to meet current demand, leading to waits for assessments and the service model seems unable to meet the needs of complex cases;
 - d) There's a lack of joint working across services, particularly between GPs and CAMHS and GPs and schools as well as with local Community Paediatricians;
 - e) There's not enough early intervention/primary mental health work, family therapy, and outreach work in schools;
 - f) The out of hours/crisis service provision is not always responsive or criteria is not understood;
 - g) There is not enough support while people are waiting for assessment or treatment;
 - h) Transition services need improving with an extension up to 25 years; and
 - i) The system needs to collect better data and information on children's mental health needs and demand. This is likely to improve by 2020 with a refresh of the Public Health England Prevalence data and improved data collection by local providers.
- 3.5 Commissioners are also aware of the high numbers of vulnerable children and young people especially those who attend A&E who have self-harmed, children in care, care leavers, those with special educational needs, substance misuse and/ or known to the justice system; all of which have a higher likelihood of mental health needs.
- 3.6 It is recognised nationally as well as in the City, that there are not enough children and young people accessing mental health services for various reasons such as:
- a) There are not enough services, resources or the right type of services;
 - b) Services are not welcoming;
 - c) Services do not do enough to engage people and encourage them to get the treatment they need; and

⁵ <http://www.brightonandhoveccg.nhs.uk/children-and-young-people%E2%80%99s-mental-health-and-wellbeing-transformation-planning>

d) The stigma attached to seeing mental health support.

4. Children and young people's mental health services in Brighton and Hove – the future

- 4.1 Our aim is to shift the balance in children and young people's mental health and wellbeing services from reactive, towards prevention, promoting mental health and wellbeing, and early intervention, where they can thrive. To achieve this, there needs to be less fragmentation and more integration in a holistic way that takes account of the whole family experience and needs. This has formed the Local Transformation Plan for Children's Mental Health⁶ that has been agreed by the Health and Wellbeing Board.
- 4.2 In order to achieve this aim the CCG has increased investment across the system but in particular in mild to moderate mental health needs where there is the greatest gap between need and the numbers of people accessing services; investing in community and school settings.
- 4.3 It is worth noting that the NHS England are responsible for inpatient mental health bed commissioning (Tier 4), and that this is provided locally by SPFT at Chalkhill Hospital in Haywards Heath. The latest data available to the CCG shows there were 8 Brighton and Hove referrals for an inpatient bed in 2015/16.
- 4.4 Commissioners' recognise that this whole system change will not be easy and will require close monitoring in order to determine success and impact. The plans are in place, the next stage is implementation and measuring impact.
- 4.5 New arrangements for organising provision in this area is set out in *Appendix One* – This shows that children and young people's mental health and wellbeing pathway outlines a whole system approach with:
- a) A focus on prevention and health promotion through the mental health anti-stigma campaign #IAMWHOLE based on research suggesting that 75% of people with mental health difficulties are treated negatively due to stigma⁷. Further development is continuing, of www.findgetgive.com as a central place for children and young people to get advice, information, support and help with sections for family support. This is also a resource for people while they wait for assessment or treatment;
 - b) A single point of access for mental health referrals within an all ages Community Wellbeing Service, with improved self-referral processes across the pathway with a `no wrong door` approach;
 - c) A Schools Wellbeing Service where Primary Mental Health workers are present in all schools in the City providing a whole school approach to pupils, staff and parents/ carers. This is a whole school approach, supporting pupils, staff and parent/ carers, including immediate consultation with staff, workshops and training for parent/ carers and school websites for general advice and guidance;
 - d) A redesigned specialist mental health service within our community (formally known as Tier 3 CAMHS) to address access and waiting times,

⁶ <http://www.brightonandhoveccg.nhs.uk/children-and-young-people%E2%80%99s-mental-health-and-wellbeing-transformation-planning>

⁷ http://www.ymca.org.uk/wp-content/uploads/2016/10/IAMWHOLE_Summary_v1.2.pdf

provide assertive outreach in child-friendly environments and clear links with Primary Care, Schools Wellbeing, Social Care (for more vulnerable children and young people) and Community Wellbeing Service.

4.6 Those children and young people who are particularly vulnerable, such as those in care, care leavers will have support from both the Primary Mental Health Workers team (one of the team specialises in supporting children in care and liaising with social care and other agencies including the Virtual School to ensure they are fully supported. Within the specialist mental health service, the new model includes mental health in-reaching to social care pods providing advice, guidance, training and support to social workers supporting vulnerable young people with their mental health issues.

4.7 Table one overleaf outlines the current and new waiting time targets for each service across the system. The 18 weeks from referral to treatment within children’s mental health services is a national target. The CCG has specified new access and waiting times in line with adult mental health services and will respond to any future guidance on access and waiting times.

	Service and support	Current waiting times	Future waiting times in 2017/18
1	<p>Specialist Community Mental Health Service (previously tier 3 CAMHS)</p> <p>A range of mental health services that assess and treat significant, complex, persistent, emotional mental health, psychological and/ or relationship difficulties through a multi professional approach. Children and young people who need more help as defined in the THRIVE model of care⁸.</p>	<p><u>Urgent</u> 4 hours to assessment</p> <p><u>Routine</u> 4 weeks to assessment</p> <p>18 weeks to first treatment</p> <p>To note:</p> <ul style="list-style-type: none"> • Tier 3 CAMHS accepts approximately 1,300 referrals each year • Currently 33% are assessed within 14 days with 98% assessed within 4 weeks • 91.8% treated within 18 weeks 	<p><u>Urgent</u></p> <ul style="list-style-type: none"> • 4 hours to assessment • 24 hours from referral to treatment <p><u>Priority</u></p> <ul style="list-style-type: none"> • 5 working days to assessment • 2 weeks from referral to treatment <p><u>Routine</u></p> <ul style="list-style-type: none"> • 28 days to assessment • 8 weeks from referral to treatment
	Service and support	Current waiting times	Future waiting times from June 2017
2	<p>Schools Wellbeing Service (Previously Tier 2 Community CAMHS). Present in all secondary schools by June 2017, rolling out to Primary Schools in 2017/18 and Colleges & Special Schools in 2018</p>	<p>Triage at current Single Point of Access (with T3 CAMHS)</p> <p>Referral to assessment within 20 days</p> <p>Assessment to treatment within 20 days</p>	<p>Triage within 2 working days plus weekly formal triage within schools</p> <p>Referral to assessment within 20 working days</p> <p>Treatment within 20 days of assessment</p>

⁸ <http://www.annafreud.org/service-improvement/service-improvement-resources/thrive/>

3	<p>Community Wellbeing Service</p> <p>The service is available to children and young people whose presentation is not severe enough and do not meet the criteria for Specialist service but would benefit from formulation and treatment of their mental health. The service aims to provide advice, support assessment and moderate intensity interventions/ talking therapies at the earliest possible opportunity to prevent problems persisting and/or escalating.</p>	<p>Face-to-face counselling and online counselling currently provided by the voluntary sector:</p> <p><u>Online</u></p> <ul style="list-style-type: none"> • Assessments within 2 days of referral • Treatment within 1 week of referral <p><u>Face-to-face</u></p> <ul style="list-style-type: none"> • Referral to assessment within 5 days • Treatment within 20 days of assessment 	<p>Triage within 2 working days.</p> <p><u>Online</u></p> <p>Assessment and treatment within 5 working days from referral</p> <p><u>Routine</u></p> <ul style="list-style-type: none"> • Referral to assessment within 20 working days • Treatment within 20 working days from assessment <p><u>Priority</u></p> <ul style="list-style-type: none"> • Referral to assessment within 5 working days • Treatment within 10 working days from assessment
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Table One

Definitions

Urgent response	<p>When someone is no longer able to cope or be in control of the situation⁹. A feeling of great emotional distress or anxiety unable to be able to cope with day-to-day life and the care support system around them is also unable to cope. An acute time-limited episode as well as overwhelming reactions to an event.</p> <p>Referrals received by telephone, which:</p> <ul style="list-style-type: none"> - Have indicated urgent - Contain reference in the documentation to crisis/ urgent - The person has been clinically assessed as being at risk of causing significant harm to themselves or others <p>Requires an immediate response (within 4 hours from referral) from the service to further assess, stabilise and take measures to protect the person and others from future harm such as suicidal behaviour (ideation or intention), psychotic episodes, behaviours that seem out of control or irrational and are likely to endanger the person or others</p>
Priority response	<p>Referrals received which:</p> <ul style="list-style-type: none"> - Have been marked as priority - Does not contain any reference within the written documentation that meets criteria for urgent - The person has been clinically assessed as needing an assessment within 5 days to avoid further deterioration or increased risks, which are likely to occur if appropriate response is not made within 5 days from referral <p>Long term service users</p>

⁹ <http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/mental-health-emergencies.aspx>

Routine response	Referrals received which: <ul style="list-style-type: none"> - Have not been marked as urgent or priority - Do not contain any reference within the written documentation that meets criteria for urgent or priority <p>The person's needs are not such which requires the service to respond to reduce risk of needs escalating and requiring urgent or priority response, so assessment can happen within 4 weeks from referral</p>
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- 4.8 All services have been commissioned with the following principles in mind:
- a) Assertive outreach, proactively engaging young people, ensuring they attend appointments, and taking the assessment and treatment into community, child/ young people-friendly environments;
 - b) Supporting children and young people across the pathway to ensure they are fully informed of their agreed care plan and any changes to that, as well as keeping the referrer informed;
 - c) An outcome based approach to measuring the impact of the treatment. Brighton and Hove has started the implementation of Child and Young People Improving Access to Psychological Therapies (CYP IAPT)¹⁰ which includes participation and involvement, measuring experience and measuring outcomes. It also provides an opportunity to develop the workforce and increase capacity and skills through a training programme; and
 - d) Support for parents/ carer is integral. Examples include
 - i. The commissioning of a national charity B-Eat to provide parent/ carer training and peer support in a sustainable way for those parent/ carers with children with an eating disorder;
 - ii. A pilot of a parent/ carer online forum;
 - iii. Research and information gathering on what support parent/ carers need;
 - iv. Parent/ carer training in coping strategies for children/ young people who are self-harming;
 - v. Parent/ carer workshops in schools; and
 - vi. Support from the Brighton and Hove Inclusion Service.

5. ANALYSIS & CONSIDERATION OF ALTERNATIVE OPTIONS

- 5.1 The CCG, working with its partners in BHCC agreed that all stakeholders (children, young people, parents, carers and professionals) should be fully involved with the whole system re-design process.
- 5.2 A formal procurement process of the Community Wellbeing Service was required as the current contract was finishing on 31st May 2017.
- 5.3 The CCG has worked with Sussex Partnership NHS Foundation Trust in a formal redesign process of specialist services rather than a formal procurement process to prevent any de-stabilisation of the children's mental health system.

¹⁰ <http://www.cypiapt.org/>

6. COMMUNITY ENGAGEMENT & CONSULTATION

- 6.1 The CCG has followed clear consultation and engagement processes throughout this period of transformational change. This includes:
- a) All previous feedback in the last 3 years from a variety of organisations and agencies including Healthwatch¹¹, Parent and Carers Council¹², AMAZE¹³, Right Here project¹⁴, Special Educational Needs and Disabilities Review¹⁵, Autism Scrutiny Report¹⁶ and Local Safeguarding Board multi-agency audit in December 2014¹⁷
 - b) Parent/ carer and young people representation on the Joint Strategic Needs Assessment working group (Feb-Nov 2015);
 - c) The Joint Strategic Needs Assessment process (Feb-Nov 2015) has ensured the `voice` of a range of stakeholders such as Children and young people, Youth Council, Schools, Colleges, Universities, providers, parents, carers;
 - d) Young people and families consulted and part of the whole system re-design process with a whole system workshop June 2015 and May 2016;
 - e) Consultation and involvement of children, young people, parents and carers in the procurement of the Community Wellbeing Service (March – Nov 2016);
 - f) Pupil `voice` in the development of the Schools Wellbeing Service; and
 - g) Young people and families with recent experience of Tier 3 CAMHS involved in the redesign process of the Specialist Community Mental Health Service (Jan 2017).

6. CONCLUSION

- 6.1 The key areas needing improvement in children and young people's mental health services are:
- a) Access and waiting times, less fragmentation and clarity on pathways and services;
 - b) Outcomes, support while waiting for appointments; and
 - c) Child-friendly environments, including school settings and assertive outreach.
- 6.2 The CCG is addressing these issues through:
- a. Further development of FindGetGive website as a single source of information, advice and guidance on mental health and wellbeing for children and young people as well as a phase 2 of #IAMWHOLE campaign with a focus on Primary Schools;

¹¹ https://www.whatdotheyknow.com/request/healthwatch_brighton_hove_camhs

¹² <http://paccbrighton.org.uk/wp-content/uploads/2013/03/Mental-Health-and-Wellbeing-views-from-parent-carers-of-disabled-children-2014-PaCC-website.pdf>

¹³ <http://amazebrighton.org.uk/events/mental-health-wellbeing-discussion-group/>

¹⁴ <http://right-here-brightonandhove.org.uk/research/>

¹⁵ [http://present.brighton-](http://present.brighton-hove.gov.uk/Published/C00000874/M00005597/AI00044015/$20150126165031_007091_0028782_finaldraftSENDreviewfullreport.docxA.ps.pdf)

[hove.gov.uk/Published/C00000874/M00005597/AI00044015/\\$20150126165031_007091_0028782_finaldraftSENDreviewfullreport.docxA.ps.pdf](http://present.brighton-hove.gov.uk/Published/C00000874/M00005597/AI00044015/$20150126165031_007091_0028782_finaldraftSENDreviewfullreport.docxA.ps.pdf)

¹⁶ [http://www.brighton-hove.gov.uk/sites/brighton-](http://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Draft%20report%20for%20Services%20for%20children%20with%20autism%20final%20April%202014.pdf)

[hove.gov.uk/files/Draft%20report%20for%20Services%20for%20children%20with%20autism%20final%20April%202014.pdf](http://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Draft%20report%20for%20Services%20for%20children%20with%20autism%20final%20April%202014.pdf)

¹⁷ <http://www.brightonandhovelscb.org.uk/wp-content/uploads/FINAL-Annual-Report-13-14.pdf>

- b. The implementation of a Schools Wellbeing Service with improved waiting times and capacity, across all schools from June 2017;
- c. The implementation of the Community Wellbeing Service with improved waiting times and capacity including a single point of access from June 2017;
- d. A new specification for Specialist Community Mental Health Service from June 2017 with additional service improvements planned for 2017/18.

6.3 Commissioners recognise that although the plans are in place the service changes are only just about to be implemented, so a period of huge change and improvement is about to begin. The aim is to:

- a) Improve access and waiting times and ensure there is more capacity for children and young people to get the right level of help and treatment as soon as they need it;
- b) Measure outcomes and impact;
- c) Gather better data and information about need and demand;
- d) Continue to monitor progress and report to the wider system through the annual refresh of the Local Transformation Plan at the Health and Wellbeing Board.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

7.1 The CCG has recognised that children's mental health services, particularly the mild to moderate need within schools and our local community required additional investment. The Local Transformation Plan outlines how this investment will be allocated. The CCG has committed £196,000 recurrently to support delivery through Brighton and Hove Integrated Support Services.

Finance Officer Consulted: Steve Williams

Date: 05/05/17

Legal Implications:

7.2 There are no legal implications arising from the report at this stage.

Lawyer Consulted: Serena Kynaston

Date: 06/06/17

Equalities Implications:

7.3 Equality Impact Assessments are currently being carried out by various providers based on the new models of care.

Sustainability Implications:

7.4 A sustainability assessment will be carried out once the model of care across the system is in place.

Any Other Significant Implications:

7.5 No other significant implications at this stage.

Crime & Disorder Implications:

7.6 No crime and disorder implications at this stage.

Risk & Opportunity Management Implications:

7.7 Risk and opportunities have been considered as part of the Local Transformation Plan and by providers' mobilisation plans.

Public Health Implications:

7.8 The Joint Strategic Needs Assessment included recommendations for Public Health. The *Future in Mind* report also recommends a regular prevalence survey of child and adolescent mental health is carried out every 5 years, and NHS England are planning to carry this out next year (2018). Public Health is a co-commissioner of Schools Wellbeing Service.

Corporate/ Citywide Implications:

7.9 No corporate or City-wide implications at this stage, however, the following reviews have been taken into account:

- a) Youth/ Adolescent Review;
- b) The Special Educational Needs and Disability Review; and
- c) Services for children with autism scrutiny panel report.

SUPPORTING DOCUMENTATION

Appendices

1. Emotional Wellbeing and Mental Health Pathway

Documents in Members' Rooms

Not applicable

Background Documents

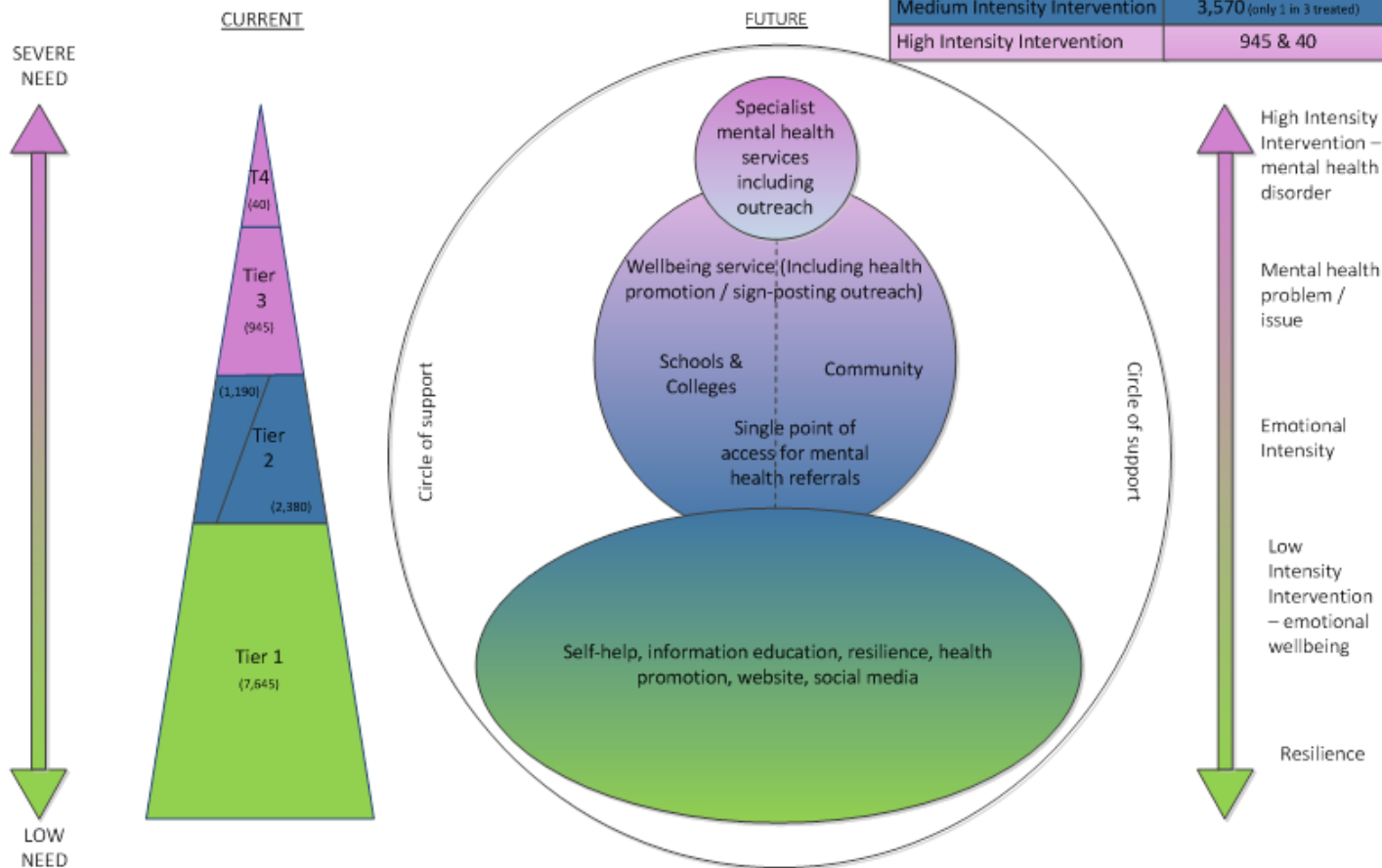
Not applicable

Appendix One (see overleaf)

Appendix One

CYP Emotional Wellbeing and Mental Health Pathway

Key:	Public Health Prevalence (based on population)
Low Intensity Intervention	7,645
Medium Intensity Intervention	3,570 (only 1 in 3 treated)
High Intensity Intervention	945 & 40



Subject:	Early Years Strategy		
Date of Meeting:	19 June 2017		
Report of:	Executive Director - Families, Children & Learning		
Contact Officer:	Name:	Caroline Parker	Tel: 29-3587
	Email:	Caroline.parker@brighton-hove.gcsx.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The Council has a duty under the Childcare Act 2006 to improve outcomes for all young children, reduce inequalities and ensure that there is sufficient, high-quality early years provision and childcare for parents locally.
- 1.2 The Early Years Strategy sets out how the Council is meeting this duty and priorities for the future. It contributes to the council's ambition that children and young people have the best possible start in life, growing up happy, healthy and safe with the opportunity to reach their potential.

2. RECOMMENDATIONS

- 2.1 That the Committee agrees five priorities for the Early Years Strategy:
 - 1) To focus on disadvantage including agreeing a shared definition of disadvantage across services in the early years.
 - 2) To provide joined-up services through Children's Centres to strengthen families by supporting child development, parenting, healthy lifestyles and increasing the number of working families.
 - 3) To ensure children receive early assessments including the health and progress checks at age two and promoting information sharing between health visiting, early years providers and schools.
 - 4) To ensure there are sufficient early years childcare places in the city so that disadvantaged children take up their free early years entitlement and parents can work.
 - 5) To ensure early years childcare places are good quality and additional funding improves outcomes for disadvantaged children.
- 2.2 That the Committee notes the extension from 15 to 30 hours of free childcare for three and four year olds with working parents from September 2017.

3. CONTEXT / BACKGROUND INFORMATION

- 3.1 The key national indicator for early years children is the Early Years Foundation Stage Profile (EYFSP) which is completed at the end of the reception year in school. Data shows that disadvantaged children nationally, and locally in Brighton & Hove are already achieving less well than their peers. The proportion of children achieving a good level of development in the city was 66.2 per cent in 2016 below the England average of 69.3 per cent. The proportion of children achieving a good level of development in disadvantaged groups was also lower than the national average. The aim of the strategy is to increase the proportion of children who achieve a good level of development in the future.
- 3.2 Ofsted's report "Unknown Children - Destined for Disadvantage" (July 2016) evaluated the effectiveness of local authorities and early years providers in tackling the issues facing disadvantaged families and their young children. It stated that "A child's earliest years, from their birth to the time they reach statutory school age, are crucial. All the research shows that this stage of learning and development matters more than any other".
- 3.3 A key recommendation in the report was that local authorities should publish their strategies for meeting the needs of disadvantaged families and families so that local communities are clear about the support available and how success will be measured. The draft Early Years Strategy attached to the report sets out five main priorities for early years in Brighton & Hove which address the issues raised in "Unknown Children".
- 3.4 The first priority is to work towards a shared definition of disadvantage across early years services. The proxy indicator used by the Government is children's eligibility for free school meals. Ofsted found that the most effective local authorities and schools used a wider definition. The strategy proposes sharing a wider definition of disadvantage across all providers of early years services.
- 3.5 The second priority is to provide joined-up services through children's centres to improve parenting and healthy lifestyles and reduce the number of workless families. The strategy describes the work of children's centres in the city including working with the 0-19 Public Nursing Service provided by Sussex Community NHS Foundation Trust who deliver the Healthy Child Programme. This includes assessments of children and families and a programme of universal and targeted services for families with young children to improve outcomes.
- 3.6 The third priority is to ensure children receive early assessments including the health development check and the Early Years Foundation Stage progress check in nurseries at age two, and to promote information sharing between health visiting, early years providers and schools.
- 3.7 The fourth priority is to ensure there continues to be sufficient high quality accessible early years childcare places in the city so that disadvantaged children take up their free early years entitlement and parents can work. Take up of free early education places by disadvantaged two year olds is high with 88 per cent of

eligible two year olds taking up a place. A Childcare Sufficiency Assessment (CSA) was published in November 2016. The CSA did not find any significant gaps in childcare in terms of childcare quality, location of childcare, availability of childcare for children of different ages, childcare availability at different times, and childcare affordability, although parents were concerned about the high cost of childcare.

3.8 There are two new Government schemes to help parents with the cost of childcare: Tax Free Childcare and 30 hours free childcare. With Tax Free Childcare for every £8 a parent pays into their childcare account, the government will pay in an extra £2 up to a maximum of £2000. Parents can then use this money to pay their childcare provider.

3.9 From September 2017, working parents of three and four year olds will be entitled to 30 hours of childcare during term time which is free of charge. This equates to around 23 hours per week if spread across the whole year. This is double the 570 hours a year that three and four year old children currently receive. Local authorities are required by legislation to secure this childcare for qualifying children in their area and it is important in doing so that the universal entitlement of three and four year olds is retained. Publicity and information for parents about new support for childcare costs is provided by the Family Information Service.

3.10 The fifth priority is ensuring that early years childcare places are high quality and additional funding improves outcomes for disadvantaged children. Ofsted inspection outcomes indicate that the quality of early years provision in Brighton & Hove is high with 97 per cent of early years childcare providers rated Good or Outstanding. The strategy explains support for providers to take up and use the Early Years Pupil Premium for disadvantaged three and four year olds, support and challenge for childcare providers and schools and support for disadvantaged groups of children including children with Special Education Needs and Disabilities, English as an Additional Language and support for children in care.

3.11 The strategy includes ten next steps and a framework for how success will be measured:

- Ofsted outcomes – percentage of providers who are good and outstanding
- Early Years Foundation Stage Profile - good level of development measured at the end of the reception year in school
- Proportion of children claiming Early Years Pupil Premium
- Percentage of eligible children taking up 30 hours
- Numbers of new to work parents taking up 30 hours
- Percentage of eligible children in two year old places
- Proportion of children receiving a two year old health check

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 The recommendations follow the Ofsted suggestion that Local Authorities should publish an early years strategy which focussed on disadvantaged children.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Two parent surveys have been completed; one regarding childcare sufficiency (responses from 805 parents) and the other regarding 30 hours free childcare (responses from 1,431 parents). Twenty-five face to face interviews were carried out regarding 30 hours free childcare. Additional consultation was completed with parents with SEND and English as an Additional Language.
- 5.2 Childcare providers and employers were consulted regarding their plans regarding provision of 30 hours free childcare from September 2017.

6. CONCLUSION

- 6.1 The Early Years Strategy should be implemented to improve outcomes for disadvantaged young children and their families.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 Funding for the Early Years Free Entitlement for eligible two, three and four year olds is from the Dedicated Schools Grant (DSG). The total funding is £14.57 million for 2017/18. The government has allocated all local authorities early years funding based upon a national formula. Brighton & Hove's allocation for three and four year olds equates to an increase of 4p per hour on the amount for 2016/17 and at £4.45 is significantly below the published national average amount of £4.78 and below the average hourly charge for childcare in the city of £5.05.
- 7.2 Funding for other areas is from the Council's General Fund: Children's Centres £1.462m, support for early years and childcare £0.422m and nurseries £0.300m.

Finance Officer Consulted: Andy Moore

Date: 10/05/2017

Legal Implications:

- 7.3 Local authorities are charged with meeting the needs of young children through the primary legislation of the Childcare Act 2006. This act places a duty on local authorities to improve the outcomes for all young children, reduce inequalities, and ensure that there is enough high-quality, integrated early years provision and childcare for parents locally.
- 7.4 From September 2017 local authorities will have a new duty under section 2 of the Childcare Act 2016 and associated Regulations to secure the equivalent of 30 hours of free childcare over 38 weeks of the year for qualifying children.

Lawyer Consulted: Serena Kynaston

Date: 15/05/2017

Equalities Implications:

- 7.5 The aim of the strategy is to improve outcomes for disadvantaged children including those in low income families, with Special Educational Needs and

Disabilities and children in care. An Equalities Impact Assessment (EIA) was completed for Early Years Free Entitlement for two year olds in 2015 and found that the scheme has a positive impact on the most disadvantaged two year olds in the city. An EIA will be completed for 30 hours free childcare.

- 7.6 All early years providers follow the statutory Early Years Foundation Stage which promotes equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Sustainability Implications:

- 7.1 The Childcare Sufficiency Assessment did not find any significant geographical gaps in childcare provision. In general families are able to access childcare in their local community reducing the need for travel.

Corporate / Citywide Implications:

- 7.2 The Early Years Strategy will contribute to the following council's priorities:
- A good life – ensuring a city for all ages, inclusive of everyone and protecting the most vulnerable
 - A vibrant economy – promoting a world class economy with a local workforce to match.

Risk and Opportunity Management Implications:

- 7.3 A key risk to securing the increase to 30 hours for three and four year olds with working parents is the low rate of funding from the Government.

SUPPORTING DOCUMENTATION

Appendices:

1. Early Years Strategy for Brighton and Hove

Background Documents

1. Childcare Sufficiency Assessment 2016 (<https://www.brighton-hove.gov.uk/content/children-and-education/childcare-and-family-support/childcare-city>)
2. Unknown Children Destined for Disadvantage (Ofsted) (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/541394/Unknown_children_destined_for_disadvantage.pdf)
3. Early education and childcare – statutory guidance for local authorities. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596460/early_education_and_childcare_statutory_guidance_2017.pdf

Brighton & Hove Early Years Strategy 2017 – 2019 (Draft 6 June 2017)

Contents

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 - c. Priority three – early assessment
 - d. Priority four – sufficient childcare places
 - e. Priority five - ensuring childcare places are good quality and impact disadvantaged children
5. Ten next steps
6. How success of the Strategy will be measured
7. Resources and references.
8. Appendix - Ofsted

1. Foreword

To follow.

2. Why we need an Early Years Strategy

“The foundations for virtually every aspect of human development – physical, intellectual and emotional are laid in early childhood. What happens during those early years, starting in the womb, has lifelong effects on many aspects of health and wellbeing, from obesity, heart disease and mental health, to educational and economic achievement... later interventions, although important, are considerably less effective if they have not had good early foundations”

Marmot, 2010

“A child’s earliest years, from their birth to the time they reach statutory school age, are crucial. All the research shows that this stage of learning and development matters more than any other”. Ofsted 2016

The Council has a duty under the Childcare Act 2006 to improve outcomes for all young children, reduce inequalities and ensure that there is sufficient, high-quality early years provision and childcare for parents locally.

This strategy sets out how the Council is meeting this duty and sets priorities for the future and focusses on the most disadvantaged children and families. It contributes to the council’s ambition that children and young people have the best possible start in life, growing up happy, healthy and safe with the opportunity to reach their potential. It also supports the Commissioning Strategy for the Health and Wellbeing of Children, Young People and Families agreed by the Council and the Clinical Commissioning Group which includes a priority to give every child the best start in life and reduce inequalities.

The strategy has been informed by the Ofsted report “Unknown Children – Destined for Disadvantage (2016)”. This report considers how local authorities, schools and registered early years providers should tackle the issue of disadvantage and lower standards for children in the most deprived communities.

The Ofsted report stated that research identifies that outcomes can be improved where early years settings and providers ensure that disadvantaged children:

- have a grasp of the basics (early literacy, language and a sense of number)
- develop the character traits and life skills to become confident contributors to society (resilience, perseverance, disposition to learn)
- have their material, physical and well-being needs identified and addressed (poverty and early health outcomes, including mental health)

3. Early Years Foundation Stage Profile

a) Early Years Foundation Stage

The key national indicator for outcomes for early years children is the Early Years Foundation Stage Profile (EYFSP). This teacher assessment is carried out at the end of the Early Years Foundation Stage (EYFS) in school in the summer term of the reception year.

The EYFS is a statutory framework which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

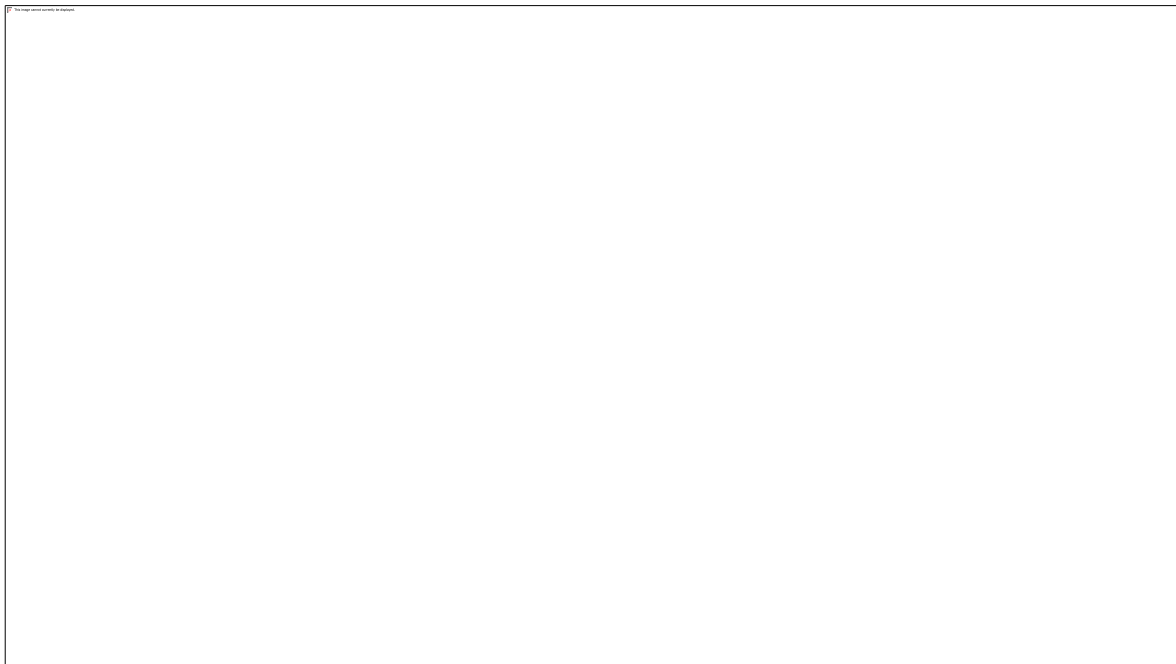
b) EYFSP Good Level of Development

In 2015/16 66.2 per cent of children achieved a good level of development within the Early Years Foundation Stage Profile in the city. Although the percentage for Brighton & Hove has been rising in line with the national trend, it remains worse than the England average of 69.3 per cent and South East 73 per cent.

The EYFSP was changed in 2013. Before the change Brighton & Hove was consistently above the national benchmark, but is now below.



Data shows that both nationally and in Brighton & Hove girls perform better than boys and disadvantaged children achieve less well than their peers.



c) Free School Meals (FSM)

The percentage of the 2016 EYFSP cohort eligible for free school meals was 15.1 per cent. This proportion is higher than National (14 per cent) and is lower than the statistical neighbour average (16.3 per cent). The percentage of pupils achieving a good level of development was lower than national and statistical neighbour average. However the gap between FSM and all children is smaller than the

national average. This is because Brighton & Hove non-FSM pupils had lower GLD than benchmarks.

d) English as an Additional Language (EAL)

The percentage of English as an Additional Language (EAL) pupils (a cohort of 14.5 per cent in 2016) achieving a good level of development is significantly lower than both national and statistical neighbour averages and the gap between EAL and non-EAL pupils was 18 percentage points in Brighton & Hove in 2016 compared to a gap of only 8 percentage points in England as a whole.

The language most spoken in Brighton & Hove after English is Arabic. There are over 100 languages spoken in the city. Some language groups have shown significant positive change from 2015 EYFSP GLD data. These are Czech (66.7 per cent GLD); Oromo (100 per cent GLD) and Hungarian (42.9 per cent GLD).

The most significant factor impacting the gap in achievement for EYFSP was the number of children with EAL and Special Educational Needs and Disabilities (SEND). There were significant numbers of children who were not recorded as SEND but who had been assessed by the Ethnic Minority Achievement Service (EMAS) as having SEND.

Around 10 per cent of the EAL group arrived in Reception classes after the start of the school year. Only 22.5 per cent of these children achieved a Good Level of Development.

To address the gaps in the EYFSP an Ethnic Minority Achievement Early Years Action Plan has been developed. See page 21 for more information.

e) Special Educational Needs and Disabilities (SEND)

The percentage of the 2016 EYFSP cohort who had Special Educational Needs and Disabilities was 10.1 per cent. This proportion is in line with National (10.2 per cent), and is lower than the statistical neighbour average (11.7 per cent).

The percentage of SEND Support pupils achieving a good level of development was 3 percentage points lower than National and 4 percentage points lower than statistical neighbours. The overall gap for all SEND pupils to non-SEND pupils is lower than National and neighbouring LAs however this is because fewer Brighton & Hove non-SEND pupils achieved a good level of development.

f) Black and Minority Ethnic Groups (BME)

BME data in the EYFS demonstrates gaps with national data for a good level of development (GLD). Brighton & Hove has an overall negative gap of 3 per cent with national. Brighton & Hove school BME statistics often deal with very small numbers and therefore need to be viewed with caution.

The proportion of BME children is increasing. Data from the Department for Education shows that across the school types (nursery pupils were included for the first time in 2017), including academies and free schools, the ethnic minority percentages of pupils were:

Nursery	31.00 per cent (national not yet published)
Primary	25.70 per cent (national 31.4 per cent)
Secondary	23.30 per cent (national 27.9 per cent)

The three largest groups (other than White British) represented were:

Mixed dual background – other	3.20 per cent
White - other	3.17 per cent
Mixed dual background - white & Asian	2.66 per cent

It should be noted that there are very few large or settled BME communities in Brighton & Hove, but many smaller groups. The BME population has a transitory pattern and there are many newly arrived families from overseas.

4. Our Strategy's aims and, priorities

The aim of the strategy is to improve outcomes for disadvantaged children in child development and school readiness by:

- Focussing on disadvantage including agreeing a shared definition across services in the early years.
- Providing joined-up services through children's centres to strengthen families by supporting child development, parenting, healthy lifestyles and increasing the number of working families.
- Ensuring children receive early assessments including the health and progress check at age two and promoting information sharing between health visiting, early years providers and schools.
- Ensuring there are sufficient early years childcare places in the city so that disadvantaged children can take up their free early years entitlement and parents can work.
- Ensuring early years childcare places are good quality and meet the needs of disadvantaged children.

a) Priority one – focussing on disadvantage including a shared definition across services in the early years.

The Unknown Children Ofsted report found that tackling the issues facing disadvantaged families requires leaders across children's services, health and education to have a broader understanding of what it means to be disadvantaged.

The most effective local authorities went beyond defining disadvantaged families as those eligible for free school meals.

A recent Government report (Improving Lives: Helping Workless Families DWP 2017) included analysis that showed the children growing up in workless families are almost twice as likely as children in working families to fail at all stages of their education so this continues to be a key group of children to address.

The suggested definition of disadvantage for Brighton & Hove is:

- Children in workless families (eligible for free childcare at age two and the Early Years Pupil Premium at age three)
- Children in low income working families (eligible for free childcare at age two)
- Children with Special Educational Needs and Disabilities (SEND) including those in receipt of Disability Living Allowance (DLA) (eligible for free childcare at age two)
- Children who are looked after or adopted (eligible for free childcare at age two and the Early Years Pupil Premium at age three)
- Children for whom English is an additional language
- Children from minority ethnic groups
- Children in vulnerable families, including:
 - those with teenage parents
 - children suffering neglect
 - parents with poor mental health, learning disabilities, substance misuse, subject to domestic violence
 - those living in emergency housing
 - children with Child in Need or Child Protection Plans

b) Priority two – provide joined-up services through children’s centres to improve child development, parenting and healthy lifestyles and reduce the number of workless families

“When learning, physiological development and children’s health are inextricably linked for the under-fives, tackling all forms of inequality, across education, health and social care should go hand in hand” (Ofsted Unknown Children Report 2016).

All families with young children under five can access services based at seven designated children’s centres (CCs) and delivery points across the city. The seven designated children’s centres are:

- Roundabout and the Deans
- Moulsecomb and City View
- Turner
- Hollingdean and Hollingbury and Patcham
- Conway Court and West Hove
- Hangleton
- Portslade

Children's Centres provide a range of universal and targeted integrated services for children under five and their families. These are provided by both council and health staff.

Council children's centre staff include Early Years Family Coaches who support families with children aged under five with parenting and child development. Volunteer and Skills Development Coordinators support parents to volunteer, train and return to employment. The Integrated Team for Families and Parenting Service are based in children's centres and provide family coaching as part of the national Troubled Families initiative working with families with children of all ages.

Midwives employed by Brighton University Hospitals Trust are based in the largest children's centres and run ante-natal clinics.

Children's Centres are also used by voluntary organisations as venues for services.

Public Health Community Nursing

The Council's Public Health Department has commissioned Sussex Community NHS Foundation Trust (SCFT) to provide an extended 0-19 Public Health Community Nursing Service in Brighton & Hove from 1 April 2017. SCFT will deliver the Healthy Child Programme - a universal programme of specialist health advice to all children and families from birth, alongside targeted interventions to families with more complex needs, including where there are safeguarding concerns. Services for families with children aged 0-5 are based in children's centres. Health visitors act as the main lead professional for early years: assessing families, agreeing levels of service and action plans and supervising work by Children Centres' staff on family action plans. The service operates at four levels: Community, Universal, Universal Plus and Universal Partnership Plus.

To improve consistency of support and improved team working across age ranges, school nurses will also be based in children's centres from September 2017.

The new service will also include a new specialist team called Healthy Futures, which will provide support for families with specific vulnerabilities, including teenage parents, homeless families, travellers, young carers and refugees and asylum seekers. Other new specialist elements include a programme on perinatal and infant mental health, and implementation of a community-based continence service for children and young people.

Children's Centres also work closely with Public Health, Brighton and Hove Food Partnership, and other community organisations to focus on food poverty and healthy eating for children and their families. There is a steering group which involve both council and NHS services as well as council nurseries and early years settings in the private and voluntary sector. Its work links to the City's Food Poverty Action Plan and early years priorities within Public Health Brighton and Hove.

Children's Centre Services

Community and universal services include:

- Ante natal clinics delivered by midwives
- The Healthy Child Programme delivered by health visitors
- Book Start in partnership with the Library Service
- Drop-in stay and play and baby groups
- Parenting discussion groups
- Promoting volunteering and training opportunities.

Targeted (Universal Plus and Universal Partnership Plus) services to support disadvantaged children and families include:

- Supporting workless parents to access training and employment.
- Support for families to take up Healthy Start Vouchers
- Foodbanks in Tarner, Moulsecoomb and Roundabout Children's Centres
- Bilingual Families Groups
- Groups for families with children with SEND
- Chatterbox Group for parents and children with language delay
- Now we are two groups for parents with children who will be eligible for free two year old childcare places
- Home based interventions delivered by Early Years Educators
- Triple P parenting courses and individual parenting work
- Feeling Good, Feeling Safe courses and individual work (a protective behaviour course focussed on keeping children safe)
- Family Coaching alongside a family assessment/family action plan as part of the Troubled Families initiative

Targeted services and the progress that families make who access these services are measured using Family Progress evaluations and a 'distance travelled' tool. A full review of targeted groups and 1-1 interventions is planned in 2017 to evaluate impact for these families. The review will look at the level of need of families attending, using the indicators of disadvantage detailed in this strategy. Universal groups will also be included in this, using parent's self-evaluation after attending these groups. The findings will inform services running from the children's centres in the future.

c) Priority 3: Ensuring children receive early assessments including the health and development check age two and promoting information sharing between health visiting, early years providers and schools

Early assessment and identification of disadvantaged children is crucial. The first assessments of children and families are completed by health visitors as part of the "Healthy Child Programme" before and after birth and at one and two years.

All children are assessed by Health professionals at 27 months using the Ages and Stages Questionnaire (ASQ). This check enables early identification of delays in a child's development and can initiate early intervention and additional support.

Parents contribute fully to the ASQ and receive a copy of the summary sheet, which they are encouraged to share with their child's early years and childcare care setting. The Early Years Foundation Stage includes a statutory requirement for all children attending childcare to be assessed at the age of two. This mandatory Progress Check monitors achievement of the three prime areas of learning in the Early Years Foundation Stage. The check is shared with parents and with health teams, with parental permission.

All parents of two year olds are offered a health check but some parents decide not to take up the offer. The proportion of two year olds receiving a health check had increased to 75 per cent by the last quarter of 2016/17.

Further work to improve information sharing is a key next step. Where a child has identified complex additional needs the aim is to complete the ASQ and Progress Check together. A trial is taking place in the Autumn term 2017 of integrated checks for a small number of identified children at one council nursery.

Where families require additional support, we are working towards their needs being routinely identified through a Strengthening Families Assessment and Plan. This replaces the Early Help Assessment and is the same assessment and planning model used across all levels of need. The plan is used to co-ordinate the offer of support provided by targeted and universal services. The use of the Strengthening Families Assessment across services is to reduce the number of times a family has to tell and repeat their story to allow practitioners the time to focus on making relationships to effect change for children.

A Strengthening Families Assessment can be used by one agency, or used to co-ordinate plans and reviews when a number of agencies are all working together. Assessment is essential as a basis for good quality support and to enable a family to understand why support is required and key to identifying their own role in making a plan for change.

d) Priority 4: Ensuring that there are sufficient childcare places in the city so that disadvantaged children take up their free early years entitlement and parents can work

Childcare Sufficiency Statement

A [Childcare Sufficiency Assessment](#) (CSA) was published in November 2016. The CSA did not find any significant gaps in childcare in terms of childcare quality, location of childcare, availability of childcare for children of different ages, childcare availability at different times, and childcare affordability, although parents were concerned about the high cost of childcare. In summary the findings were:

Childcare in Brighton & Hove is of high quality, with a good range of different types of provision. This includes:

- Full day care – open all year round and for the working day run by private businesses, voluntary groups or public organisations which run childcare such as the council, universities and hospital trusts.
- Sessional care – usually open term time only and for the school day or less run by private, voluntary or public organisations.
- Childminders – who work in their own homes and can provide very flexible childcare open all year and for full days.
- Independent schools – usually open term time and school day.
- Maintained schools with nursery classes – 18 of the city’s maintained primary/infant schools currently have nursery classes taking children from age three (and at one school children can attend from age two). This childcare is term-time only and is open during the normal school day.
- Maintained nursery schools – the city has two standalone maintained nursery schools. One takes children from birth to five and offers holiday provision as well as breakfast and after school clubs; the other takes children from age two to five and is open term-time only and for a normal school day.

Childcare providers in the city have shown flexibility in expanding to meet additional demand in providing Early Years Free Entitlement for two year olds. Childcare is not distributed evenly throughout the city, there being a lot more choice in some neighbourhoods than in others. However, most parents should be able to access provision which is reasonably convenient in terms of location.

There has been a drop in the number of children attending maintained nursery classes which has meant that three are no longer viable and are consulting on closing. It is likely that maintained nursery classes will not be chosen by a significant number of parents looking for 30 hours of childcare because the nursery classes are only open for school days and in term time, although some parents may choose to wraparound sessional provision with other care such as a childminder.

Part of the council’s strategy is to provide full day care and sessional nurseries in the most disadvantaged areas of the city to ensure that local children can access high quality childcare places. Council run full day care nurseries are:

- Bright Start – Old Slipper Baths, (North Laines) (Ofsted good)
- Roundabout – Roundabout Children’s Centre, (Whitehawk) (Ofsted outstanding)
- Jump Start – Moulsecoomb Children’s Centre (Ofsted outstanding)
- Cherry Tree – Hollingdean Children’s Centre (Ofsted outstanding)
- Acorn – North Portslade Children’s Centre (Ofsted good)

and two sessional nurseries:

- Sun Valley - Valley Social Centre, term time only 9-3 (Whitehawk) (Ofsted good)
- Pavilion – North Portslade, term time only, mornings (Ofsted outstanding)

Family Information Service

The [Family Information Service](#) (FIS) provides extensive information about childcare, early education and a wide range of services for families on its website, social media and by phone. FIS supports parents by:

- universal and targeted marketing of childcare
- information about the benefits of the Early Years Free Entitlement
- a fact sheet explaining help with funding for childcare
- administering eligibility checks for two year olds and assisting in proof of eligibility where this is not straightforward
- help finding a childcare place and a comprehensive online directory
- follow up support to find a place through brokerage where a child has not started to attend
- providing information about other services for families in the city

Early years free entitlement for 2 year olds

Disadvantaged two year olds are entitled to 570 hours a year of free early learning (Early Years Free Entitlement or EYFE) from the term after their second birthday and a key priority is to ensure that there are sufficient high quality places for these children.

To be eligible for EYFE children must be from a family in receipt of out of work benefits, or on a low income (not more than £16,190) and in receipt of working tax credit. Children who are disabled, looked after by the local authority, or adopted from the care of the local authority are also eligible.

Children access EYFE at a variety of settings across the city, including with childminders who provided for three per cent of children¹. However only one of the 18 primary schools in Brighton & Hove with nursery classes takes two year olds. This is just five per cent and is lower than the national average of 14 per cent. The Council will continue to encourage schools to take two year olds in their nursery classes.

This widespread availability of places, particularly in disadvantaged areas where children can access provision at children's centre nurseries has been a contributing factor to the success of the scheme.

Early years and childcare supports high take-up of parents through:

- careful data analysis and cross-referencing data from multiple sources
- supporting childcare providers to offer EYFE in accordance with statutory guidance, local terms and conditions and good practice
- flexible and generous payment terms and conditions

Brighton & Hove has attained very high take-up of EYFE by eligible two year olds, averaging 88 per cent over the past two years. The most recent national data from the Department for Education (January 2016) showed that, by comparison, the take-

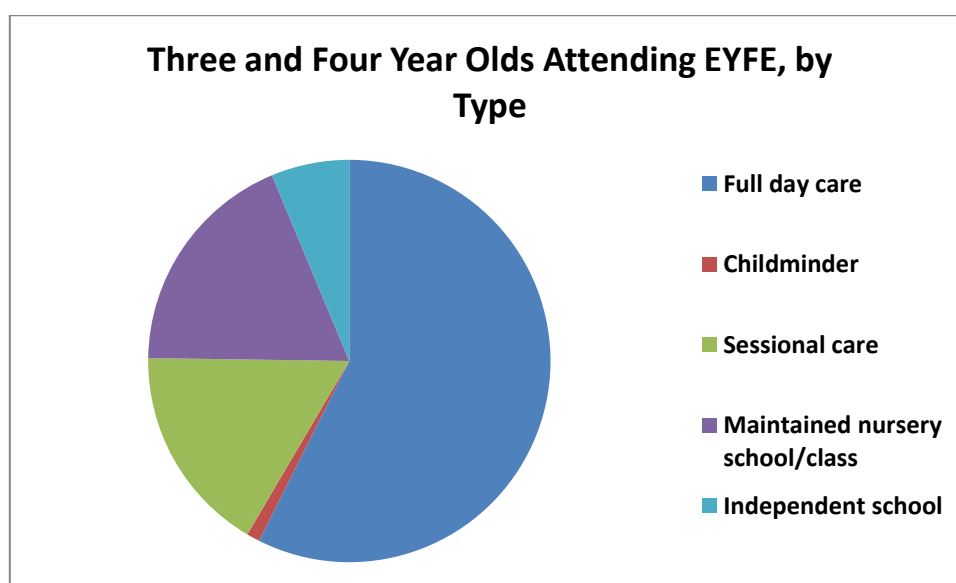
¹ Nationally the figure is four per cent.

up was 69 per cent in the south east and 68 per cent nationally. This placed Brighton & Hove top of 19 local authorities in the south east, and seventh of 152 local authorities in England.

Two year olds also took up their entitlement at high quality settings; in the Spring term 2017 99.3 per cent attended settings which were rated “good” or “outstanding” by Ofsted.²

Early years free entitlement for 3 and 4 year olds

All three and four year olds are entitled to 15 hours a week of free early education (EYFE). Take up of this universal offer of EYFE is very high at 99 per cent, compared with 96 per cent in the south east and 95 per cent in England as a whole.



30 hours free childcare

From September 2017, working parents of three and four year olds will be entitled to 1,140 hours of childcare a year which is free of charge. This equates to 30 hours per week if the childcare is taken during term time only, or around 23 hours per week if spread across the year. This is double the universal offer of 570 hours a year that three and four year old children currently receive. Local authorities are required by legislation to secure this childcare for qualifying children in their area.

The extended entitlement is being introduced to support working parents with the cost of childcare and to help parents who would like to work more hours.

The government estimates that 1,890 three and four year olds in Brighton & Hove will be eligible for 30 hours free childcare. Many of these will be children already attending childcare provision which is paid for by their parents, which instead will

² Excluding children attending a setting not yet inspected by Ofsted

become free. However, more parents may take up this entitlement than has been estimated by the government.

As part of the 'Early Innovator' status for 30 hours, specific projects have been carried out around children with Special Educational Needs and Disabilities (SEND) and with English as an Additional Language (EAL) to prepare for September 2017.

Funding for the Early Years Free Entitlement

Funding for EYFE is now allocated on a national formula, and BHCC's equates to an increase of 4p per hour on the amount for 2016/17 and at £4.45 is significantly below the published national average amount of £4.78 and below the average hourly charge for childcare in the city of £5.05. BHCC is passing on more than 95 per cent of its funding allocation to childcare providers, with an average hourly rate of £4.26.

While 30 hours free childcare is very positive for working parents, this extension of EYFE and the new early years funding formula has potential risks and there may be some unintended consequences, for example:

- providers deciding not to offer the extended entitlement to 30 hours free childcare because of low funding rates, or who do so but at the risk of their wider sustainability
- providers increasing fees for childcare paid for by parents or introducing extra charges, resulting in an increase in childcare costs for parents taking more childcare hours than their EYFE
- negative impacts on other childcare provision from increased pressure on childcare providers from parents entitled to the extended entitlement, such as a decline in the availability of EYFE for two year olds and the universal offer, or a decline availability of paid places, or higher prices for other places
- providers cutting costs elsewhere, for example the number of qualified staff resulting in lower quality provision

The impact of the introduction of 30 hours will be monitored to identify the impact on the childcare market in the city.

Providing Access to Childcare and Employment

Brighton & Hove is a partner in the Providing Access to Childcare and Employment (PACE) project. This is an Interreg, 2 Seas Project which is part funded by the European Regional Development Fund. There are 12 partners from Belgium, France, the Netherlands and the UK spanning local government, the voluntary sector and academia. The lead partner is the City of Mechelen in Belgium. The UK partners are Kent County Council and Brighton & Hove City Council.

PACE aims to support families to access good quality early education and childcare to improve outcomes, enhance participation in society and reduce child poverty. It will do this by:

- Identifying barriers parents experience to childcare
- Exploring models of childcare
- Skills development for professionals and parents
- Building links between childcare and employment services

A PACE project worker is based in the Family Information Service and will work with the children's centre service to support families to take up childcare and work.

e) Priority 5 - Ensuring that childcare places are high quality and additional funding has sufficient impact on disadvantaged children

Ofsted outcomes in Brighton & Hove

Ofsted carries out regular inspections of registered early years settings to evaluate the overall quality and standards of the early years provision in line with the principles and requirements of the Statutory Framework for the Early Years Foundation Stage.

Ofsted inspection outcomes indicate that the quality of early years provision in Brighton & Hove is high. In December of 2016 95 per cent of children attended a setting rated good or outstanding (93 per cent in 2014).

In May 2017:

- 97 per cent of private and voluntary early years providers on non-domestic premises are judged by Ofsted to be good or outstanding (compared with 93 per cent in England as a whole)
- 94 per cent of childminders offering EYFE are good or outstanding
- In the maintained sector, both maintained nursery schools are outstanding. Of the 18 primary schools which have nursery classes three are outstanding, 13 are good and two are requires improvement

Three and four year olds also attend early years settings which are high quality based upon the qualifications of staff working directly with children. Of those going to settings in the private, voluntary and independent sectors³, 75 per cent attended a setting where there is a teacher⁴ working directly with children, compared with the national average of 44 per cent. This places Brighton & Hove third of 152 English local authorities.

Early Years Pupil Premium

The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged three and four year olds in order to close the gap with their peers.

³ Seventy-one per cent of three and four year olds receive their EYFE in the private, voluntary and independent sectors

⁴ Early Years Teacher, Qualified Teacher or Early Years Professional status

Three and four year olds attending registered early years settings, including childminders, attract EYPP funding if they come from a family on out of work benefits, are looked after by a local authority or have left local authority care.

Early years settings are responsible for identifying children eligible for the EYPP. National Insurance details are collected from parents and carers when a child registers with a setting, which can then be used to identify eligible children.

In the Spring term 2017, Early Years Pupil Premium (EYPP) was paid for 270 children in PVI settings, including council-run nurseries, (8.9 per cent of all children) and for 160 children in maintained settings (20 per cent of all children).

Support for effective use of the EYPP is given via:

- a dedicated web page incorporating local case studies of effective practice
- online links to national research and evidence bases of effective interventions
- updates and example of best practice shared via fortnightly bulletins, newsletters and social media
- local and city-wide network meetings
- Virtual School support for early years Personal Education Plans (PEP) for looked after children, adopted children and those in families with special guardianship orders

An audit to support reflective practice regarding the effective use of the EYPP has been piloted and will be available during the Summer term 2017.

Effective use of the EYPP is monitored by Ofsted, and a judgement is made of the impact of any funding on the children's progress. If any of the children are eligible for the EYPP at least one of them must be included in the sample of those tracked. If no child is eligible the inspector will ask the setting to outline how they ensure parents are aware of the EYPP.

Support and challenge for private, voluntary, independent and public childcare providers

The council's early years team provides support and challenge for private, voluntary, independent and public early years settings. The local authority has a statutory role to support settings that are identified by Ofsted as inadequate or requires improvement. In May 2017 there were three settings that are judged to be 'not yet good' and receive targeted support, the result of a longstanding commitment to high quality support for early years.

All settings receive support through fortnightly emailed bulletins, termly newsletters and network meetings. Support visits are offered to settings due an inspection, to new settings and to new managers. Expert advice is also given on safeguarding policy and practice. The July 2017 citywide network meeting will focus on improving outcomes for disadvantaged children.

There is a Communication Partnership group which brings together the Early Years Team, EMAS, Brighton and Hove Inclusion Support Service and the Speech and

Language Therapy Service. This group shares and promotes messages about everyday best practice for settings, including specific communication and language intervention projects such as Word Play.

Support and challenge for maintained schools

The Council has commissioned the Royal Spa Nursery School to support and challenge schools with reception and nursery classes. For 2017/18 this will include more extensive use of expert teachers from outstanding settings working alongside staff in nursery and reception classes in schools which have been judged by Ofsted to be requiring improvement.

Schools are also supported to ensure they claim Early Years Pupil Premium in nursery classes and the Pupil Premium in reception classes to improve the areas of development that will help children to catch up. Best practice of schools and settings who have successfully closed the gap in achievement is shared through the Early Years coordinator network meetings, Network meetings and on the BHCC web site.

Analysis of data from previous years would appear to indicate that literacy is the area where there is the greatest difference in performance between FSM and non FSM pupils. In response to this a number of interventions will be devised and delivered through the Every Child a Reader programme in reception classes with a particular focus on low achieving boys.

The Royal Spa Nursery has also been commissioned to undertake the statutory lead for the moderation of the Early Years Foundation Stage Profile.

Training and Recruitment

The DfE Early Years Workforce Strategy states that the quality of early years staff is 'particularly important for supporting the development of disadvantaged children' (DfE 2017).

A comprehensive training programme of courses and eLearning is offered to all Ofsted registered early years providers in the city. A charge applies to attend most of the courses, which generates income. Safeguarding and equalities courses are offered free of charge in order to maximise take up. Providers from outside the city can access the training programme for an increased fee. The local authority is the main source of early years training in the city (nationally, local authorities still provide 87% of the training accessed by early years providers).

Guidance and support is given to providers to access apprenticeship funding to allow staff to gain qualifications, which is being changed in 2017/18 with the introduction of the Apprenticeship Levy.

Graduates with specialist early years training make a positive impact on the quality of settings children's outcomes. The Early Years Team works with local universities to promote Early Years Initial Teacher Training opportunities and continuing professional development events. A quality supplement is paid to settings employing a graduate leader with Early Years Teacher or Early Years Professional status.

Early years providers pay to place an advert in a weekly bulletin, which is emailed to subscribers and shared on social media. The team also provides recruitment advice to the local early years sector. The Early Years Jobs Publication is an income generating service.

Information is distributed to providers through webpages, Facebook and Twitter accounts.

Targeted support for disadvantaged children from specialist services

Specialist teams work alongside practitioners to support and advise on effective strategies for disadvantaged children and groups of children.

- Children with SEND: Brighton and Hove Inclusion Support Service (BHISS)
- BME children and children with EAL: Ethnic Minority Achievement Service (EMAS)
- Looked after children, adopted children and children living with Special Guardianship Orders: Brighton and Hove's Virtual School

Support for children with Special Educational Needs and Disabilities

Brighton & Hove is committed to ensuring that children with SEND have access to a wide range of childcare provision. All registered childcare providers are expected to welcome disabled children and make reasonable adjustments to enable them to attend their setting.

In addition the local authority is required to have regard to the needs of parents in their area for the provision of childcare which is suitable for disabled children.⁵

The Family Information Service offers brokerage to assist parents of children with SEND to find suitable early years and childcare provision.

Under the new early years national funding formula (EYNFF) the government requires local authorities to establish an SEND Inclusion Fund from 2017/18.

The total amount of funding to be allocated for additional support for children with SEND from 2017/18 is £370,000 for three and four year olds. This fund is used to fund additional support for children to access their free early years place. Brighton and Hove Integrated Support Service (BHISS) assesses the need for and administers and monitors additional support and inclusion funding for pre-school children.

In addition from April 2017 the EYNFF includes a new fund, the Disability Access Fund, which will be a one off payment to early years providers of £615 a year where a three or four year old is in receipt of DLA. The purpose of the DAF is to support providers in making reasonable adjustments to their settings and/or helping with

⁵ Childcare Act 2006, s6.2.(ii)

building capacity (be that for the child in question or for the benefit of children as a whole attending the setting).

Brighton and Hove Inclusion Support Service (BHISS)

All settings in Brighton & Hove have an allocated SEND Specialist Teacher from BHISS, supporting them to fulfil the requirements of the SEND Code of Practice 2014 and The Equalities Act 2010.

'...they must not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments... This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. All publicly funded early years providers must promote equality of opportunity for disabled children.'

This 'Area SENCO' model also supports the Local Offer to early years children with SEND and their families. The Local Offer sets out the range of services available to children and young people with SEND and their families. More information about the Local Offer can be found at <http://www.brighton-hove.gov.uk/content/children-and-education/local-offer>

All settings are supported by BHISS to identify, and provide for children with SEND, to ensure they are successfully included. Currently, over 200 pre-school children and families are being supported by BHISS. In addition, a large number of observations are carried out alongside practitioners in settings to assess children's needs and provide appropriate interventions.

BHISS also

- works directly with children from the age of two if referred
- offers comprehensive training on all aspects of the SEND Code of Practice and 'Areas of Need'
- organises termly SENCO network meetings and an annual conference, providing opportunities for peer support and professional development.

There is a clear referral pathway from early years settings and Health Visitors into the Front Door for Families and Seaside View Child Development Centre. The needs of children with developmental delay and disabilities are reviewed by a multi-agency panel and, where necessary, effective medical and therapy assessment for pre-school children is accessed from specialists at Seaside View.

The Integrated Child Development and Disability Service at Seaside View has designated key workers who work with children with the most complex needs and their families. There are also a small number of non-designated key workers from other services who fulfil this role, supported by Seaside View.

The Jeanne Saunders Centre/Easthill Park provides specialist assessment and intervention nursery places for children with complex SEND. Children attend two days a week for the year before they start school, term time only. The intention is to

develop this provision into an integrated nursery from September 2018 and to offer parents the choice of places in special schools.

Support for BME children and children with EAL: Ethnic Minority Achievement Service (EMAS)

The EMAS team of Specialist Teachers, Bilingual Assistants and Home School Liaison officers works with children who have English as an Additional Language. This group includes the most vulnerable and disadvantaged BME children and families in the city. EMAS support other services from health and education across the sector to understand disadvantage for these families.

The EMAS programme for children aged 0 to 5 is a successful example of programmes that combine parent support, health and education and care for children. EMAS trains early educators to support children with English as an Additional Language to achieve and demonstrate good equalities and inclusive practice.

EMAS enables children to have a positive start to early education where they can build on their language skills alongside their peers and have informed assessment of their development and early identification of needs and appropriate referrals e.g. speech and language, BHISS, parenting support, health visitor and early help.

EMAS works jointly with midwives, health visitors, speech therapists, family coaches, social workers, FIS and school admissions to enable accurate assessment of need, build communication and trust with isolated and vulnerable BME families.

To address the gaps in the EYFSP an EMAS Early Years Action Plan was developed which has included delivering information and training to all school SENDCOs (Special Educational Needs and Disability Coordinator) and speech and language therapists in how to identify SEND for a child who is also EAL. EMAS aim to support improved early identification of SEND in EAL pupils and have provided guidance for Reception teachers. Other actions include:

- training for all EMAS bilingual assistants in how to assess for the EYFSP
- BME and EAL EYFS performance data will be presented to early years providers and EMAS will run a workshop to specifically discuss refugee families and best practice. EMAS has devised a new course exploring the needs of trilingual children
- targeting school clusters to provide relevant training for teachers. EMAS will also provide training for Early Years practitioners; health visitors and student teachers to support diminishing differences for the identified groups
- training for school governors to strengthen the knowledge base and capacity of governors to challenge and support their own schools to improve outcomes
- ensuring that BME groups are a specific focus in the Special Educational Needs and Disability (SEND) guidance document which is being developed.

Support for Children in Care: Brighton & Hove Virtual School

Brighton & Hove's Virtual School works to maximise the educational success of Children in Care and Children Previously in Care, who now live in families through Adoption, Special Guardianship Orders or Residential Orders.

DfE Guidance for local authorities identifies the role of professionals in promoting 'access to a nursery or other high quality early years provision that is appropriate to the child's age (e.g. pre-school playgroups) and meets their identified developmental needs'.

An early years consultant works with the Virtual School to liaise with early years settings and social workers to arrange and support EYFS Personal Education Plans (PEPs), with a focus on the child's learning and development in the EYFS. Meetings to devise these plans are attended by the child's Social Worker, foster parents, Early Years Consultant or teacher, the child's key person and/or manager of the setting.

A meeting is held termly to review the progress in the EYFS of this group of children, and identify any support or actions to enhance their progress. Strong links are made with effective use of the Early Years Pupil Premium.

5. Ten Next steps

- I.** To improve clarity across early years services on the identification of disadvantaged children, leading to timely, effective support using the Strengthening Families Assessment where needed.
- II.** To continue to improve information sharing and joint working with health visiting and early years providers, moving towards using the ASQ as a benchmark for children's progress.
- III.** To continue projects to address healthy lifestyles and choices including increasing the take up of healthy start vouchers.
- IV.** To work with the Family Information Service, welfare rights team and other relevant partners to ensure parents are aware of the changes to childcare funding and enabled to access childcare and take up work.
- V.** To maintain the high take up of childcare for disadvantaged two year olds and that these places are not lost in the move to 30 hours free childcare including encouraging schools to offer places for two year olds.
- VI.** To work with early years providers to offer 30 hours from September 2017, ensuring that places are accessible to parents new to work or on low incomes, and that there remains sufficient provision for the universal entitlement for three and four year olds.

- VII.** To increase the take up of EYPP in all settings, to monitor the impact of EYPP funding in early years settings and Pupil Premium funding in reception classes on children's outcomes and to strengthen awareness of robust evidence to inform effective spending.
- VIII.** To identify and maintain inclusion funding necessary for children with SEND to be successfully included into mainstream Early Years provision and to develop a new integrated nursery.
- IX.** To continue to evaluate equality of opportunity for BME and EAL groups across the city informed by performance data, and to continue to support the Early Years sector to respond to a changing demographic of vulnerable families, including refugee families and research into the needs of trilingual children.
- X.** To develop support for children previously in care, to increase awareness of the eligibility of these children for EYPP and to develop links further with Attachment Aware Brighton & Hove.

6. How the success of the Strategy will be measured

The success of the strategy will be measured by:

- Ofsted outcomes – percentage of providers who are good and outstanding
- EYFSP outcomes – all, FSM, EAL, BME, SEND
- Percentage of eligible two year olds in receipt of EYFE
- Percentage of children receiving a two year old health check
- Percentage of early years providers offering 30 hours free childcare (70%)
- Percentage of eligible children taking up 30 hours free childcare
- Number of new to work families taking up 30 hours childcare
- Percentage of children claiming EYPP

7. Resources and references

Statutory Framework for the Early Years Foundation Stage:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Early education and childcare – statutory guidance for local authorities:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596460/early_education_and_childcare_statutory_guidance_2017.pdf

Unknown Children – destined for disadvantage? Ofsted July 2016:

<https://www.gov.uk/government/publications/helping-disadvantaged-young-children-ofsted-thematic-report>

Brighton & Hove website pages: <https://www.brighton-hove.gov.uk/content/children-and-education/working-childcare/>

Childcare Sufficiency Assessment (CSA): <https://www.brighton-hove.gov.uk/content/children-and-education/childcare-and-family-support/childcare-city>.

Development Matters (Early Education 2012)

Early years pupil premium: guide for local authorities DfE 2014

<https://www.gov.uk/guidance/early-years-pupil-premium-guide-for-local-authorities#EYPP-eligibility-criteria>

Early Years Workforce Strategy (DfE 2017):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596884/Workforce_strategy_02-03-2017.pdf

Ofsted early years inspection handbook:

<https://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015>

Ofsted inspection data: <https://www.gov.uk/government/statistics/childcare-providers-and-inspections-as-at-31-december-2016>

Ofsted Statutory Guidance, Early Education and Childcare:

<https://www.gov.uk/government/publications/early-education-and-childcare--2>

Promoting the education of looked after children (DfE 2014)

Special educational needs and disability code of practice: 0 to 25 years (DfE 2015)

The Brighton & Hove Children's Services Threshold document (LSCB)

The Common Inspection Framework (Ofsted 2015)

Working together to safeguard children (DfE 2015)

Improving Lives: Helping Workless Families (DWP 2017):

<https://www.gov.uk/government/publications/improving-lives-helping-workless-families>

8. Appendix – Ofsted

In line with the common inspection framework, inspectors make the following judgements:

- overall effectiveness
- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for children

In judging the overall effectiveness of settings, inspectors take account of all the judgements made across the evaluation schedule, which includes:

- the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education including, where appropriate, readiness for school
- the extent to which the learning and care that the setting provides meet the needs of the range of children who attend, including disabled children and those who have special educational needs
- children's personal and emotional development, including whether they feel safe and are secure and happy
- whether the requirements for children's safeguarding and welfare have been fully met and there is a shared understanding of and responsibility for protecting children
- the effectiveness of leadership and management in evaluating practice and securing continuous improvement that improves children's life chances.

Inspection grade descriptors for leadership and management, and for outcomes for children, include quality judgements on the extent to which gaps in achievements between different groups of children are closing, especially those children for whom the setting receives additional funding.

The Outstanding descriptor for outcomes for children states:

- Almost all children in the provision, including disabled children, those who have special educational needs, those for whom the setting receives additional funding and the most able, are making substantial and sustained progress that leads to outstanding achievement.
- Gaps between the attainment of groups of children in the setting, including those for whom the setting receives additional funding, have closed or are closing rapidly. Any differences between outcomes in different areas of learning are closing.

Subject:	Raising Lower Age Range from Three to Four at Queen's Park and Middle Street Primary Schools		
Date of Meeting:	19th June 2017		
Report of:	Executive Director – Families, Children and Learning		
Contact Officer:	Name:	Vicky Jenkins	Tel: 01273 296110
	Email:	vicky.jenkins@brighton-hove.gcsx.gov.uk	
Ward(s) affected:	All		

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

- 1.1 The head teachers and governing bodies at Queen's Park primary, Middle Street primary and St Marks' CE primary schools expressed the wish to raise the lower age range of their schools by one year from three to four years with consequent closure of their nursery classes because of low numbers of pupils on roll and pressure on the rest of the school budget.
- 1.2 In March 2017 the Children, Young People and Skills committee agreed to start the process for closure of the nursery classes of Queen's Park and Middle Street primary schools. A consultation exercise was carried out and following a delegated decision of the Executive Director – Families, Children and Learning, in consultation with the Chair of CYPS committee, statutory notices were published.
- 1.3 This report provides feedback on the subsequent statutory representation period and seeks a final decision approving the change in age range at both schools.
- 1.4 St Mark's CE primary school, as a voluntary aided school, have carried out their own non-statutory process.

2. RECOMMENDATIONS:

- 2.1 That the Children, Young People and Skills committee should confirm the the proposal contained in the statutory notice and make a final decision to raise the lower age range by one year from three to four years at Queen's Park primary school with the consequent closure of the school's nursery classes with effect from 1st September 2017.
- 2.2 That the Children, Young People and Skills committee should confirm the the proposal contained in the statutory notice and make a final decision to raise the lower age range by one year from three to four years at Middle Street primary school with the consequent closure of the school's nursery classes with effect from 1st September 2017.

- 2.3 That the committee notes that the governing body of St Mark's CE primary school has carried out a non-statutory process and has resolved to raise its lower age range by one year from three to four years and close its nursery class with effect from 1st September 2017.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 All young children are entitled to free early education (the Early Years Free Entitlement, EYFE) from the term after their third birthday for 15 hours a week, 38 weeks a year. This can also be taken as a stretched entitlement of 570 hours across the year. Some disadvantaged children receive EYFE from the term after their second birthday
- 3.2 Parents can take their EYFE at any early years provider on the Ofsted early years register or at a maintained or independent school with a nursery class, or at a maintained nursery school.¹
- 3.3 Queen's Park, Middle Street and St Mark's CE primary are maintained schools with nursery classes offering EYFE. Each class has 50 places and offers parents morning or afternoon sessions, or a mixture of the two. The offer is consistent with the universal entitlement of all three and four year olds to free early education.
- 3.4 The three schools in question have had low numbers of children enrolling in their nursery classes resulting in the rest of the school budget having to subsidise nursery provision. Details of the level of subsidy are set out in the full proposals (Appendix 1 for Queen's Park primary school and Appendix 4 for Middle Street primary school).
- 3.5 DfE statutory guidance, "Making 'prescribed alterations' to maintained schools" requires the local authority as the proposer to carry out a statutory process for community schools (Queen's Park and Middle Street primaries). The local authority is also the decision-maker regarding the proposed change. Because of this the head teachers and governing bodies of these schools asked the local authority to complete the process for the change of age range at their schools.

St Mark's CE Primary School

- 3.6 For St Mark's CE primary school, as a voluntary aided school, the process is non-statutory and the governing body is the decision-maker. Therefore the local authority provided guidance for the head teacher and governing body regarding changing the school's age range.
- 3.7 At St Mark's CE primary school there were two parent responses to the consultation, one directly to the school and one via the local authority. The head teacher also discussed the proposals with the Diocese.
- 3.8 At the end of the non-statutory consultation period the governing body of St Mark's CE primary school met (2nd May 2017) and decided to raise the school's lower age range by one year from three to four years and close the nursery class

¹ Early years providers must also be compliant with BHCC's terms and conditions for funding the EYFE in accordance with statutory guidance

with effect from 1st September 2017. The governors noted that they had worked closely with the council's early years team to look at options to keep the nursery open, but that low numbers of children in the nursery class meant that the wider school's budget was subsidising it at a time of considerable pressure. They also noted that there were other childcare providers nearby and stated that parents would be given information regarding alternative provision.

- 3.9 Parents at St Mark's CE primary school have been informed of the decision through the newsletter and the school's website.

Queen's Park and Middle Street Primary Schools

- 3.10 Following the decision to proceed with the statutory process for Queen's Park and Middle Street primary schools an initial consultation was carried out. A report on this stage is in Appendix 1 for Queen's Park primary school and Appendix 2 for Middle Street primary school. The consultation included public meetings for both schools, as well as the opportunity to respond in writing via email and the council's consultation portal. People could also telephone with comments.
- 3.11 The responses received during the consultation were closely analysed, following which the Executive Director – Families, Children and Learning, in consultation with the Chair of CYPS committee, agreed to proceed to the publication of statutory notices to progress the proposals.
- 3.12 Statutory notices were published in the Brighton & Hove Independent on 28th April 2017 as well as at both school sites, on school websites, on the council's website and in other local venues. The school organisation department of the Department for Education was also informed. Copies of statutory notices are attached as Appendix 3 for Queen's Park primary school and Appendix 4 for Middle Street primary school.
- 3.13 The full proposals which set out the rationale for the change at each school are attached as Appendix 5 for Queen's Park primary school and Appendix 6 for Middle Street primary school.
- 3.14 During the formal representation period for Queen's Park primary school there were four parents of current or former pupils of the nursery who submitted comments by email regarding the proposal, all of whom were against the change. In addition one person submitted comments after the closing date. A report on the comments is attached as Appendix 7.
- 3.15 Comments included a view that the school had not done anything to increase numbers on roll at the nursery; the school had not accepted offers from parents to help with marketing, fundraising and promotion; other maintained nurseries are also closing and in addition the new entitlement to 30 hours free childcare means there may be a lack of places for children elsewhere in the city; the school had not been open with or consulted parents about the difficulties the nursery was facing; the nursery has an excellent reputation and offers high quality early years teaching with dedicated staff; children at the nursery do very well in terms of their development, especially those with special educational needs and disabilities; the nursery is a valuable asset to the school and to the wider community and once lost will be gone forever.

- 3.16 The full report on public responses to the formal representation period is attached as Appendix 7.
- 3.17 During the statutory consultation period the governors at Queen's Park primary school reiterated their desire to close the nursery because of the financial consequences for the wider school budget, should it remain open.
- 3.18 There were no comments received regarding the proposal for Middle Street primary school during the formal consultation period.
- 3.19 Head teachers and governing bodies of both schools have considered keeping their nursery classes open, including moving to half time and waiting to see if the increase in the entitlement to 30 hours free childcare for working parents of three and four year olds would increase nursery occupancy. They also considered taking two year olds in their nursery classes. They concluded however that none of these options would improve the viability of the nursery provision, and that significant pressure on the schools' wider budget would remain.
- 3.20 At Queen's Park primary school there are currently 26 children on roll. In addition some additional sessions have been purchased by parents representing the equivalent of approximately one additional place. Of the 26 children 12 will still be of nursery age in September 2017 and would stay in the nursery if it remained open. In addition there are four children on the waiting list to start in September 2017. Should these children start the autumn term number would be 16 children, which amounts to 32 per cent occupancy.
- 3.21 At Middle Street primary school there are currently 17 children on roll. In addition some additional sessions were purchased by parents representing the equivalent of approximately one additional place. Of the 17 children four will still be of nursery age in September 2017 and would stay in the nursery if it remained open. In addition there are five children on the waiting list to start in September 2017. Should these children start the autumn term number would be nine children, which amounts to 18 per cent occupancy.
- 3.22 Should the nursery classes close the families of children currently attending who will still be of nursery age in September 2017 will be supported by the Family Information Service to find alternative provision.
- 3.23 There are other early years and childcare options for parents living in the Queen's Park and Middle Street areas. In Queen's Park there are two maintained providers close to the school: Turnerland nursery school with 100 places for three and four year olds and Royal Spa nursery school with 80+ places. In central Brighton where Middle Street primary school is located there are two other maintained schools with nursery classes: St Paul's CE primary school (mornings only) and St Mary Magdalen Catholic primary school.
- 3.24 In both areas there is also a range of private, voluntary and independent provision. Our [Childcare Sufficiency Assessment](#) 2016 reported on childcare provision in the city, and quality, based upon Ofsted inspection judgements, is high compared with national data. A parent survey in the CSA did not report any shortage of childcare.

- 3.25 Staff who work in the nurseries have been consulted on the proposals.
- 3.26 Following completion of the statutory representation period the head teachers and governing bodies of Queen's Park and Middle Street primary school have requested that the local authority as the decision making body raise the lower age range of both schools from three to four years and close their nursery classes.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 These are outlined in paragraph 3.19.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Details of community engagement and consultation are outlined in paragraphs 3.10, 3.12 and 3.14.

6. CONCLUSION

- 6.1 The local authority values the high quality of education provided by Queen's Park and Middle Street primary school nursery classes and understands the extent of opposition to closure of the nursery class at Queen's Park primary school and the impact that this will have on some children and families.
- 6.2 However the current arrangements for funding schools and their nursery provision means that, with very low numbers of children attending, it would not be reasonable for the local authority to expect these schools to keep their nursery classes open. Doing so would mean an unjustifiable negative impact on the rest of the schools' budgets.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The low occupancy of the nursery classes means that the three schools are receiving an inadequate level of funding through the early years single funding formula to support full time (50 place) nursery classes. As a consequence the schools are subsidising nursery provision from the wider school budget at a time when there are significant cost pressures. All three schools finished the 2016/17 financial year with budgets in a deficit position.

Finance Officer Consulted: Steve Williams

Date: 16/05/07

Legal Implications:

- 7.2 A decision must now be taken on the proposals to raise the lower age range of Queen's Park and Middle Street Community Primary schools. The Education and Inspections Act 2006 sets out who decides proposals for prescribed alterations to maintained schools. In the case of these proposals the decision maker is the Local Authority. The Children, Young People and Skills Committee will act as the decision maker for the Local Authority.

- 7.3 DfE 'Guidance for Decision Makers' (April 2016) provides that the decision maker must be satisfied that the appropriate fair and open consultation and representation period has been carried out and that the proposer has given full consideration to the responses received. The decision maker should not simply take account of the number of people expressing a particular view. Instead the Guidance provides that the greatest weight should be given to responses from those stakeholders likely to be directly affected by the proposals, including parents of children at the affected schools.

Lawyer Consulted: Serena Kynaston

Date: 19/05/2017

Equalities Implications:

SUPPORTING DOCUMENTATION

Appendices:

1. Initial consultation report Queen's Park primary school
2. Initial consultation report for Middle Street primary school
3. Statutory notice Queen's Park primary school
4. Statutory notice Middle Street primary school
5. Full proposals Queen's Park primary school
6. Full proposals Middle Street primary school
7. Report on responses to formal representation period Queen's Park primary school

Documents in Members' Rooms

1. DfE 'Guidance for Decision Makers' April 2016

Background Documents

1. None

Brighton & Hove City Council

Early Years and Childcare

Queen's Park Primary School Nursery Class Closure Consultation Report April 2017

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Introduction

Queen's Park Primary School is a community maintained school with a nursery class which currently offers part-time free early education to three and four year olds (the early years free entitlement, EYFE).

Between 7 March and 7 April 2017, Brighton & Hove City Council ran a public consultation about a proposal to close the school's nursery class with effect from September 2017 and as a result to raise the school's lower age range from three to four years.

Respondents could submit their feedback via a paper or online questionnaire, by email, phone or through a public consultation event. 114 people responded to the questionnaire and seven people sent in feedback by email. The emails reflected comments made in the questionnaires. Some people responded in more than one way.

A consultation event that took place on 22 March 2017 was attended by about 30 parents and children, staff from Queen's Park Primary School and representatives from the NUT and GMB unions.

The Queen's Park School NUT Group also submitted a letter expressing concerns about the proposed closure on behalf of staff reflecting those made by questionnaire respondents.

There was an overwhelmingly negative response with 81 per cent of respondents indicating that they 'strongly disagreed' with the proposed closure of the nursery class.

Main Findings from the Online Questionnaire

The main findings from the online questionnaire submitted are summarised below. Comments also include those made by email.

- The majority, 81%, of respondents strongly disagreed with the proposal to close the nursery class
- 9% agreed (5% of these strongly agreed and 4% tended to agree)
- 45% of respondents were parents
- 17% of respondents were staff at Queen's Park Primary School
- 24% of respondents had children at Queen's Park Primary School nursery class
- 39% of respondents said they were planning to send a child to Queen's Park Primary School nursery class in future

Questionnaire Responses

Q1. Who responded

The table below shows the breakdown by percentage of those who responded. Some respondents responded in more than one way. Four per cent of those who responded said they were responding as a representative of an organisation, including two from Queen's Park Nursery and one from Sunshine Day Nursery.

	%	Number
Parent of a child at Queen's Park Primary School nursery class	24%	27
Parent of a child/children not at Queen's Park Primary School nursery class	22%	25
Staff at Queen's Park Primary School	17%	19
Governor at Queen's Park Primary School	0%	0
Manager/owner/staff person from other local childcare provision	2%	2
Headteacher/staff person/governor at a local maintained primary school	2%	2
Headteacher/staff person/governor at a local independent school	1%	1
Other, please give details below	25%	29
[No Response]	8%	9

Of those respondents who selected other:

- Five said they were parents of a child/children who previously went to Queens Park Primary School,
- Four said they were former staff of the school,
- Four said they were relatives of children at the school,
- Four said they were concerned local residents,

- Three said they were parents who planned to send a child or children to the school in future,
- Two said they were local parents,
- Two said they were formal pupils of the school,
- Two said they were friends of pupils at the school,
- One was a grandparent,
- One was a support worker.

Q2. Respondents who agreed in principle to the proposed closure of the nursery class

Respondents were asked whether they agreed in principle to the closure of the nursery class and the raising of the lower age range from three to four.

The majority, 81 per cent, of all respondents said they 'strongly disagreed' with the proposal to close the nursery school.

Five per cent said they 'strongly agree', four per cent said they 'tend to agree' and eight per cent chose not to respond.

Strongly agree	5%
Tend to agree	4%
Neither agree nor disagree	1%
Tend to disagree	1%
Strongly disagree	81%
Don't know/not sure	1%
No Response	8%

Q3. Respondents' comments

Respondents were asked if there was anything they wanted to tell us about the reason for their answer and 64 per cent (n=71) did so.

Comments can be summarised as follows:

The high quality of nursery education provision at Queen's Park Primary School, particularly regarding additional support for children with special and additional needs and disadvantaged children in the area (n=31)

"The last Ofsted praised the nursery and reception as excellent and 'getting the children off to a flying start'."

"There may well be other places nearby for parents, but Queens Park school has a qualified teacher... Having an experienced and qualified teacher during such formative years is critical to children's future chances."

"The teachers offer amazing support and learning to these children. My youngest child has multiple health conditions that he deals with, yet the staff go out of their way to give him a normal and welcoming environment and a secure education. He has changed completely as a child since being there."

"The staff and nursery ...do a tremendous job with children with speech and language difficulties."

The importance of the nursery class to developing an inclusive local community (n=15)

"The work done by staff members in the nursery to draw in families (not only the families of children in the nursery), making them feel included and bringing them together is exceptional."

"If the nursery is closed, it would be extremely difficult for a lot of families, especially those from under privileged backgrounds."

“Disadvantaged children do better in settings with a mixture of children from different social backgrounds rather than in settings containing largely disadvantaged groups.”

The nursery class has not been publicised enough (n=9)

“It has been let down by poor advertising.”

“One of the reasons that numbers are lower at Queen’s Park this year is probably not helped by the fact the nursery is not advertised on the council website and the school has not done nothing to encourage more parents to place their children there.”

“If more kids are required to keep it open, why not advertise more?? I am sure many parents would help with this.”

“Last year the Nursery received ICAN accreditation. The school has not advertised this, nor has it advertised the Nursery class provision at all.

“Given the level of Speech and Language difficulties presenting in Nurseries across the city, why has the school not chosen to promote the Nursery specifically around this?”

“I did contact Queen’s Park nursery. Communication in response was very slow, and I didn’t get a response back from them until several months later when I had actually received a place from another nursery. The other local nurseries seem to advertise their provision better.”

Lack of suitable alternative provision (n=7).

“There are not sufficient spaces in either of the council maintained nurseries to take the children. Figures available from Turnerland and Royal Spa support this, therefore this proposed closure would force parents who made an informed choice to attend a nursery class attached to a school, to attend day care in the private sector.”

"I don't believe that there is sufficient space locally for children misplaced by a closure, and fear for the early experiences if they are forced into privately run nurseries."

The ease/importance of their child's transition to school if they attend the school's nursery class (n=6)

"I think is very important and much easier for kids to begin education when they know already the environment and feel safe with the grownups they already familiar with."

"This is a great transition for children nearby to QP school, my child used QPN as a interim transition and this made her far more confident and happy at reception."

"Also, although there are other nursery providers in the area, Queen's Park nursery is unique in being part of the school, with minimal disruption in the transition between the nursery and foundation years."

The school has not explored other options to closing the nursery class (n=2)

"I understand the financial concerns but feel one of the other options (seeing if 30 hours free childcare helps boost numbers or moving to morning only provision) should be tried before simply closing it down."

"Surely Queen's Park must look at controlling its spiraling supply teacher costs rather than blaming the shortfall on government funding."

"Figures to support the nursery closure are not accurate!"

Q4a. Who intended to send their child(ren) to the nursery class in future?

Respondents were asked: *“Before you heard about this proposal, were you planning to send a child to the nursery class in future?”*

Thirty-nine per cent (n = 45) said yes they were planning to send their child or children to Queen’s Park School nursery class in future, 32 per cent (n = 37) said no they were not and 19 per cent (n = 22) said they were unsure. Nine per cent chose not to respond to this question.

Q4b. How many children were respondents planning to send to the nursery class?

Parents were asked: *“How many children were you planning to send to the nursery class in future?”*

Thirty-five per cent of parents (n=40) answered this question. Twenty-seven said they would send one child and 13 said they would send two children to the nursery class in future.

Demographics

Age

Thirty-eight per cent (n=43) of respondents gave their age. Of those, 15 were under 30, 22 were between 30 and 40 years, five were between 41 and 50 years. There was one respondent over 50.

Ethnic Origin

Twenty-eight per cent of respondents (n = 32) were from a White UK ethnic background with a further 4 per cent (n = 5) from a White Other background. Four per cent gave their ethnic origin as Indian, 1 per cent as Mixed - Black Caribbean, 1 per cent as Mixed – any other mixed

background and three per cent preferred not to say. Sixty per cent chose not to respond to this question.

Sexual Orientation

Thirty-one per cent of respondents classified themselves as heterosexual/straight, 4 per cent as bisexual and 1 per cent as other. Four per cent chose not to say. Sixty-one per cent did not respond to this question.

Religion

Twenty-two per cent of respondents had no particular religion or belief. Eight per cent defined themselves as Christian, 4 per cent as Hindu, 2 per cent as Pagan, 2 per cent as Atheist and 3 per cent preferred not to say. Sixty-one per cent did not respond to this question.

Gender

Of those who gave their gender, 32 per cent of respondents were female and 4 per cent were male. Thirty-six per cent said they identified with the gender they were assigned at birth and 1 per cent said they did not. Three per cent said they preferred not to say.

Disability

Six per cent of respondents said their day to day activities were limited because of a health problem or disability which has lasted, or expected to last, at least 12 months. Five per cent said they were limited 'a little' and 1 per cent said they were limited 'a lot'. Sixty per cent chose not to respond to this question.

Carers

Four per cent of respondents said they were a carer for either a child with special needs (n=2) or a partner or spouse (n=2). Sixty per cent chose not to respond to this question.

Armed Forces

No respondents said were currently serving in the armed forces, had previously served in the armed forces or had family and friends who were members of the armed forces. Sixty-one per cent of respondents chose not to reply to this question.

Consultation Event

A consultation event took place on 22 March 2017. Around 30 parents and children attended along with staff from Queen's Park Primary School and representatives from the NUT and GMB unions.

Parents were concerned that the school and local authority had not done enough to promote the school's nursery class. The head teacher said that lots had been done to promote the nursery over the years but that had not made a difference.

Parents and union representatives questioned the school's finances and the reason for proposing to close the nursery class. The GMB representative said that numbers of children had increased from 19 to 23 since the consultation paper was published. The head teacher explained that 50 children would be required to register for the nursery class to stay open.

Parents felt that the school should have informed the local community that the nursery class was at risk sooner so that they had time to fundraise and protect it. The head teacher said that the low number of children attending nursery was a trend across the city with a declining birth rate, families moving out of the city and changing work patterns.

Those present questioned the cost of supply teachers saying this was high in the school. The head teacher was clear that supply costs were not higher than at other similar schools but that they were represented in a different way. Parents asked whether the nursery space could be used for wrap around care (reflecting the high demand for after-school clubs) but the head teacher said that the space was unsuitable for this due to concerns about security, lack of facilities for sleep and meals and the higher cost of wraparound care for nursery children because of different child to adult ratios.

Parents with children with health issues were concerned about going to a private provider as they believed they would not take their child. It was explained that Turnerland and Royal Spa could take in more children from September.

The NUT representative was concerned that social inclusion would be threatened and said that more needs to be done to save the nursery class. Representatives from the council said that Royal Spa had changed and was much more socially diverse (30 languages spoken).

Report produced by Ali Ghanimi, Project Manager, Early Years and Childcare

11th April 2017

Brighton & Hove City Council

Early Years and Childcare

Middle Street Primary School Nursery Class Closure Consultation Report April 2017

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Introduction

Middle Street Primary School is a community maintained school with a nursery class which currently offers part-time free early education to three and four year olds (the early years free entitlement, EYFE).

From 7 March to 7 April 2017 Brighton & Hove City Council ran a public consultation about a proposal to close the school's nursery class with effect from September 2017 and as a result to raise the school's lower age range from three to four years.

Respondents could submit their feedback via a paper or online questionnaire, by email, phone or through a public consultation event on 30 March.

Twenty-seven people responded to the online questionnaire, eight people completed a paper questionnaire, seven people attended the consultation event and two responded via email. Some people responded by more than one method.

There was an overwhelmingly negative response; 85 per cent of respondents to the online and paper questionnaire said they 'strongly disagree' with the proposed closure of the nursery class.

Main Findings from the Online and Paper Questionnaire

The main findings from the online and paper questionnaires submitted are summarised below. Comments also include those made by email.

- The majority, 85%, of respondents strongly disagreed with the proposal to close the nursery class
- 9% agreed (3% of these strongly agreed and 6% tended to agree)
- 70% of respondents were parents
- 29% of respondents had children at Middle Street Primary School class
- 50% of respondents were planning to send a child to the nursery class in future

Questionnaire Responses

Q1. Who responded

The table below shows the breakdown by percentage of those who responded. Some people responded in more than one way. No respondents said they were responding as a representative of an organisation.

Parent of a child at Middle Street Primary School nursery class	29%
Parent of a child/children not at Middle Street Primary School nursery class	41%
Staff at Middle Street Primary School	0%
Governor at Middle Street Primary School	0%
Manager/owner/staff person from other local childcare provision	0%
Headteacher/staff person/governor at a local maintained primary school	3%
Headteacher/staff person/governor at a local independent school	0%
Other, please give details below	24%
No Response]	3%

Of those who selected other, two said they were parents of children at Middle Street Primary School, one said they were a potential parent, three said they were friends of parents with a child at the school and one said they were a teacher.

Q2. Respondents who agreed in principle to the proposed closure of the nursery class

Respondents were asked whether they agreed in principle to the closure of the nursery class and the raising of the lower age range from three to four.

The majority, 85 per cent, of all respondents said they 'strongly disagreed' with the proposal to close the nursery school. Three per cent said they 'strongly agree', six per cent said they 'tend to agree' and six per cent said they 'don't know not sure'.

Strongly agree	3%
Tend to agree	6%
Neither agree nor disagree	0%
Tend to disagree	0%
Strongly disagree	85%
Don't know / not sure	6%
No Response	0%

Q3. Respondents' comments

Respondents were asked if there was anything they wanted to tell us about the reason for their answer and forty seven per cent did so.

Comments can be summarised as follows:

Lack of choice of alternative provision (n=5). Some parents wanted a state-run nursery in a non-faith school and felt that there was not anything else nearby.

"My second child is due to attend Middle Street Nursery in September 2017. My family and I are deeply saddened Middle Street Nursery is being considered for closure, and if it does close we are struggling to find a suitable alternative Nursery attached to a state school that isn't a faith school, nor in the private sector that isn't primarily for childcare rather than early learning."

"Having looked at the alternative propositions of St Paul's or Mary Magdalen's, I am not at all happy with these options. They are both heavily religious Catholic schools and we are atheist and do not wish our children to have an enforced religious education. Plus we need to take up

the full 30 hour provision and having spoken to St Paul's, they are not offering this. And the timing would not work for dropping off and picking up both children from different venues, as already mentioned.

The high quality of nursery education provision at Middle Street Primary School (n=5)

"Our eldest daughter went to Middle St nursery and is now in yr1. She had a very positive experience there, quickly developed good reading skills and the beginnings of writing and numeracy."

"Middle Street is a wonderful nursery."

"Middle Street School Nursery is one of a kind and will be a huge loss to Brighton."

The ease/importance of their child's transition to school if they attend the school's nursery class (n=5)

"She made some great friends and had a smooth and happy transition to reception. We were very much looking forward to the same experience for our youngest daughter who is due to start at nursery in Sept 2017."

"Nursery schools and classes play a vital role in establishing children on their journey throughout school, the impact of which is felt long after they have left Primary school."

The convenience of having their youngest child at the same school as older siblings (n=5)

"... it will be very inconvenient for us to have to make a second daily drop-off / pickup from a different nursery provider."

"I can't express strongly enough how incredibly dismayed we are. Not only will our youngest not be able to attend nursery on the same premises, we will likely now struggle to find a nursery able to offer her 30hrs a week."

The disruption to the child or family of having to find alternative nursery provision (n=3)

"The nursery class should stay from three , and I do not want the nursery to close my daughter goes to middle street and I want my boy who is currently 7 months old to join when he is 3, if the nursery closes I will have to find childcare for him which wouldn't be convenient for dropping off and collecting my daughter."

"Little one (3 year old) doesn't want to go anywhere else because she only want to go to the same school as her older sister and she absolutely loves middle street nursery."

There are other options that have not been properly explored

"Closing the nursery is an easy solution, you could ask parents for voluntary donations, we can buy books and materials for our children, I'm sure you already though everything but is not enough."

"I think you should wait for the 30 hours free educationI'm sure stay at home mums will bring their children to full time education as 15 hours in 2 or 3 days maybe is bit worth to find a job."

"Have you think in a community based Nursery class? if you open a charity just for the nursery class between all the Brighton and Hove community I'm sure we could fund the first years of full time nursery class."

Q4a. Who intended to send their child(ren) to the nursery class in future?

Respondents were asked: "Before you heard about this proposal, were you planning to send a child to the nursery class in future?"

Fifty per cent (n = 17) said yes they were planning to send their child or children to Middle Street Primary School nursery class in future, 29 per cent (n = 10) said no they were not and 18 per cent (n = 6) per cent said they were unsure. Three per cent chose not to respond to this question.

Q4b. How many children were respondents planning to send to the nursery class?

Parents were asked: “How many children were you planning to send to the nursery class in future?”

Fifty-two per cent of parents responded to this question. Of those, 15 parents said they were planning to send one child to the nursery class. One parent said they were planning to send two children to the nursery class in future.

Demographics

Age

Fifty per cent (n=17) of respondents gave their age. Of those, one was under 30, nine were between 30 and 40 years and five were between 41 and 50 years. There were no respondents over 50.

Ethnic Origin

Thirty-two per cent of respondents were from a White UK ethnic background with a further 21 per cent from a White Other background. Three per cent gave their ethnic origin as Mixed – any other mixed background. Forty-four per cent chose not to respond to this question.

Sexual Orientation

Forty-four per cent of respondents classified themselves as heterosexual/straight, three per cent as bisexual and three per cent chose not to say. Fifty per cent did not respond to this question.

Religion

Twenty-one per cent of respondents had no particular religion or belief. Fifteen per cent defined themselves as Christian and another 15 per cent were atheist. Three per cent said they preferred not to say and 47 per cent did not respond to this question.

Gender

Of those who gave their gender, 47 per cent of respondents were female and eight per cent were male. Fifty per cent said they identified with the gender they were assigned at birth and three per cent said they preferred not to say.

Disability

No respondents said they had limitations in their day to day activities and 44 per cent chose not to respond to this question.

Carers

No respondents said that they were a carer and 44 per cent chose not to respond to this question.

Armed Forces

No respondents said they were currently serving in the armed forces, had previously served in the armed forces or had family and friends who were members of the armed forces. Fifty per-cent of respondents replied to this question.

Consultation Event

A consultation event took place on 30 March 2017 at Brighton Town Hall. Seven parents and carers attended.

The head teacher of Middle Street Primary School explained the school's difficult financial situation, the low numbers of children attending the nursery class and said that they would need 35 children attending on a part-time basis to make the nursery class viable.

Parents asked whether the 30 hours free childcare offer would help increase numbers but the head teacher said this was not guaranteed as both parents need to be working to qualify for 30 hours free childcare and many parents work beyond the standard nursery hours (9am to 3pm term-time only). The school had looked into an after-school club which some parents wanted but this was not viable because of low numbers.

Parents said their children were upset that they would not be able to attend the nursery at the same place as their older siblings. They also expressed concern at the short notice given about the proposed closure saying this would not give them sufficient time to find alternative provision (by September 2017).

Parents also said there was little choice locally as they did not want their child to go to a faith school nursery, they felt the standard of care and education in private nurseries were poorer and that Turnerland nursery was too far to travel to. Parents were referred to the Family Information Service for local options.

Report produced by Ali Ghanimi, Project Manager, Early Years and Childcare

11th April 2017

Brighton & Hove City Council

Statutory Notice: Proposal to change the age range of Queen's Park Community Primary School

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Brighton & Hove City Council intends to make a prescribed alteration to Queen's Park Community Primary School, Park Street, Brighton, BN2 0BN, from September 1st 2017 by changing the age range of the school by one year.

The current age range of the school is 3 to 11. The Local Authority proposes to raise the lower age range of the school to cater for pupils from age 4 to age 11.

All applicable statutory requirements to consult in connection with this proposal have been complied with. Brighton and Hove City Council will implement the proposal.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Tracy Goddard at Brighton & Hove City Council, Hove Town Hall Norton Road, Hove BN3 3BQ or by contacting her on 01273 295382 or via email at eyc@brighton-hove.gov.uk

The Full Proposal is also on the Council's website and can be found at

www.brighton-hove.gov.uk/school-statutory-notice

Within four weeks from the date of publication of this proposal (i.e. by 26 May 2017), any person may object to or make comments on the proposal by sending them to Vicky Jenkins, Childcare Strategy Manager – Free Entitlement, Children, Families and Learning, Brighton & Hove City Council, Hove Town Hall Norton Road Hove BN3 3BQ before the closing date of 26 May 2017 or via email to vicky.jenkins@brighton-hove.gcsx.gov.uk

Signed: Pinaki Ghoshal

Publication Date: 28 April 2017

Brighton and Hove City Council

Statutory Notice: Proposal to change the age range of Middle Street Community Primary School

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Brighton & Hove City Council intends to make a prescribed alteration to Middle Street Community Primary School, 37 Middle Street, Brighton, BN1 1AL, from September 1st 2017 by changing the age range of the school by one year.

The current age range of the school is 3 to 11. The Local Authority proposes to raise the lower age range of the school to cater for pupils from age 4 to age 11.

All applicable statutory requirements to consult in connection with this proposal have been complied with. Brighton and Hove City Council will implement the proposal.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Tracy Goddard at Brighton & Hove City Council, Hove Town Hall Norton Road, Hove BN3 3BQ or by contacting her on 01273 295382 or via email at eyc@brighton-hove.gov.uk

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Within four weeks from the date of publication of this proposal (i.e. by 26 May 2017), any person may object to or make comments on the proposal by sending them to Vicky Jenkins, Childcare Strategy Manager – Free Entitlement, Children, Families and Learning, Brighton & Hove City Council, Hove Town Hall Norton Road Hove BN3 3BQ before the closing date of 26 May 2017 or via email to vicky.jenkins@brighton-hove.gcsx.gov.uk

Signed: Pinaki Ghoshal

Publication Date: 28 April 2017

Full statutory proposal information for prescribed alterations to Queen's Park Primary School

In accordance with the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 Brighton & Hove City Council proposes to make prescribed alterations to Queen's Park Primary School with effect from 1st September 2017.

Local authority details:

Brighton & Hove City Council
Hove Town Hall
Norton Road
Hove
BN3 3BQ

School details:

Queen's Park Primary School
Park Street
Brighton
BN2 0BN

Queen's Park Primary School is a community primary school for children aged three to 11. There are currently 423 pupils on roll. The school includes a nursery class offering 50 part time places¹.

Description of the proposed alteration

To raise the age range of pupils for whom the school is registered from three to 11 to four to 11 years of age, and to close the school's nursery class.

Implementation date

It is proposed to raise the age range of pupils for whom the school is registered from three to 11 to four to 11 years of age, and to close the school's nursery class with effect from 1st September 2017.

Reason for the proposed change

Queen's Park Primary School currently has a nursery class which offers 50 part time places for early years free entitlement (EYFE) for three and four year old children from the term after their third birthday, in accordance with children's statutory entitlement.

In recent years the nursery class has had a low number of children on roll which has meant that staff costs have not been covered by the funding received from the local authority for the EYFE.

¹ Statutory staff ratios allow for up to 52 children

Of the 50 part-time places occupancy for EYFE sessions has been as follows:

Term	Number of children on roll for EYFE sessions ²
Autumn 2013	22
Spring 2014	30
Summer 2014	36
Autumn 2014	23
Spring 2015	30
Summer 2015	36
Autumn 2015	24
Spring 2016	27
Summer 2016	30
Autumn 2016	12
Spring 2017	19

In addition the school has sold empty places to parents resulting in the following income amounts:

2016/17 £7,900
2015/16 £7,070
2015/14 £8,060

In financial year 2016/17 the total staff costs for the nursery were £86,929 with equipment, furniture and administration totalling £3,000, making a total expenditure of £89,929. Income from EYFE was £50,484, with additional income from sessions sold to parents of £7,900 making a total income of £58,384, resulting in an overall shortfall of £31,545.

This means that the rest of the school is subsidising the cost of the nursery and there is already other pressure on the school's budget.

Initial consultation process

At the Children, Young People and Skills Committee on 6th March 2017 it was agreed to start the process to close the school's nursery class and raise the lower age range from three to four. The committee paper is attached as Appendix 1.

A consultation document was published on the local authority's consultation portal and distributed to parents of children attending the schools. A public meeting was also held on 22nd March 2017. The consultation document is attached as Appendix 2.

The consultation was publicised at a range of local venues; the poster is attached as Appendix 3.

Response to initial consultation

A report of the initial consultation is attached as Appendix 4.

² Based on the school's headcount returns to the local authority

c 50 people attended the consultation meetings
114 people responded on the council's consultation portal
Seven people sent emails
0 people left telephone messages
0 people submitted written questionnaires

Overwhelmingly people were not in favour of raising the school's lower age range to four and closing the nursery class for the following reasons:

- The high quality of nursery education at Queen's Park Primary School, particularly for those children with special and additional needs
- The importance of the nursery class to developing an inclusive local community
- The nursery class had not been publicised enough; parents had not known about it and that was the reason for the low number of children on roll
- Lack of suitable alternative provision, including not enough spaces in the local maintained nursery schools (Royal Spa and Tarnerland), and dissatisfaction with alternative private, voluntary and independent provision
- The ease of and importance of the child's transition to school from the nursery class
- The convenience of having the youngest child at the same school as older siblings
- The disruption to the child or family at having to find alternative nursery provision where a child would be continuing in the nursery in September 2017
- Lack of exploration of other options by the school; the possibility that there will be increased demand for places from September 2017 when working parents become entitled to 30 hours free childcare

The local authority values the quality of the nursery education provided by Queen's Park Primary School and acknowledges the value that the nursery adds to the school and community as a whole.

All children with special educational needs and disabilities attending early years provision receive the support that they are assessed to need through the Brighton & Hove Integrated Support Service. The particular attention given to children at Queen's Park may have been a result of low numbers attending the nursery and consequent high staff:child ratios.

The school has publicised the nursery class, including the fact that the school has a nursery in its name, but this has not produced an increase in the number of applicants. There are currently only four children with their names on a waiting list to start in September in addition to the 10 children already in the nursery who will stay on next year.

Parents living in Queen's Park ward have a variety of different childcare options open to them, including two maintained nursery schools, full day care and sessional care. Queen's Park ward has the highest amount of maintained nursery provision of any ward in the city with 198 nursery places for three and four year olds (not including places at Queen's Park Primary School nursery class).

All early years providers who receive funding for EYFE follow the early years foundation stage. Quality of childcare provision in the city is high; according to Ofsted in Brighton & Hove 96% of early years childcare providers were rated as outstanding or good, compared with 93% in England as a whole³.

The transition of children from the nursery to the main school is also important where a child gets a place in the main school, although there are separate admissions criteria for the nursery and the school and so it is not guaranteed that a child attending the nursery class will also attend the main school.

Families whose children are already at the nursery class and will still be of nursery age in September 2017 will be supported to find alternative early years provision by the Family Information Service.

An estimated 46% of parents of three and four year olds across the city will be entitled to the extended entitlement of 30 hours free childcare from September 2017. However, working parents tend to choose full day care rather than the sessional care that is offered by Queen's Park Primary School nursery class. The school offers wraparound care for children from Reception year upwards in dedicated space, but this is full and the provision is not suitable for nursery age children. The nursery class itself does not have the facilities needed for wraparound care and its position at the entrance to the school would pose a health and safety risk. The higher ratios needed for nursery children in wraparound care would also not make it cost-effective.

Where and when the statutory notice and full proposal information will be available

Brighton & Hove City Council will publish the statutory notice for this proposal on Friday 28th April 2017. The notice will remain in force for a period of four weeks i.e. until Friday 26th May 2017. Copies of the notice will be placed:

- at the entrance to the school
- in other places in the community; including Jubilee Library, Tarnerland Nursery School, Tarner Children's Centre and Royal Spa Nursery School

It will also be published in the Brighton & Hove Independent newspaper.

A copy of the statutory notice is attached as Appendix 5 to this document.

On Friday 28th April 2017 the full proposal information (this document plus appendices) will be sent to the following:

- the governing body of Queen's Park Primary School
- the School Organisation Unit of the Department for Education

It will also be published on the council's website at the following address www.brighton-hove.gov.uk/school-statutory-notice.

³ At 31 December 2016

Any person may request a copy of the full proposal information either by writing to Tracy Goddard at Early Years and Childcare, Brighton & Hove City Council, Hove Town Hall, Norton Road, Hove, BN3 3BQ or by contacting her on 01273 295382 or via email at eyc@brighton-hove.gov.uk

How to make representations or comment on the proposal

Any person may object or make a representation or comment on the proposal. This can be done by writing to Vicky Jenkins, Childcare Strategy Manager – Free Entitlement, Early Years and Childcare, Brighton & Hove City Council, Hove Town Hall, Norton Road, Hove, BN3 3BQ before the closing date of 26th May 2017 or via email to her at vicky.jenkins@brighton-hove.gcsx.gov.uk

Following the closing date for representations, comments and objections, a report will be prepared for the Children, Young People and Skills Committee to decide the proposal. This report will be considered at their meeting on 12th June 2017.

Full statutory proposal information for prescribed alterations to Middle Street Primary School

In accordance with the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 Brighton & Hove City Council proposes to make prescribed alterations to Middle Street Primary School with effect from 1st September 2017.

Local authority details:

Brighton & Hove City Council
Hove Town Hall
Norton Road
Hove
BN3 3BQ

School details:

Middle Street Primary School
Middle Street
Brighton
BN1 1AL

Middle Street Primary School is a community primary school for children aged three to 11. There are currently 212 pupils on roll in the main school and 16 in the nursery. The school includes a nursery class offering 50 part time places.¹

Description of the proposed alteration

To raise the age range of pupils for whom the school is registered from three to 11 to four to 11 years of age, and to close the school's nursery class.

Implementation date

It is proposed to raise the age range of pupils for whom the school is registered from three to 11 to four to 11 years of age, and to close the school's nursery class with effect from 1st September 2017.

Reason for the proposed change

Middle Street Primary School currently has a nursery class which offers 50 part time places for early years free entitlement (EYFE) for three and four year old children from the term after their third birthday, in accordance with children's statutory entitlement.

In recent years the nursery class has had a low number of children on roll which has meant that staff costs have not been covered by the funding received from the local authority for the EYFE.

¹ Statutory staff ratios allow for up to 52 children

Of the 50 part-time places occupancy for EYFE sessions has been as follows:

Term	Number of children on roll for EYFE sessions ²
Autumn 2013	26
Spring 2014	31
Summer 2014	35
Autumn 2014	20
Spring 2015	28
Summer 2015	33
Autumn 2015	23
Spring 2016	24
Summer 2016	27
Autumn 2016	13
Spring 2017	16

In addition the school has sold empty places to parents resulting in the following income amounts:

2016/17	£8,520
2015/16	£10,365
2015/14	£13,017

In financial year 2016/17 the total staff costs for the nursery were £73,648. Income from EYFE was £42,710, with additional income from sessions sold to parents of £8,520, making a total income of £51,230. This meant that there was a shortfall of £22,418. This does not include the cost of supplies and resources for the nursery, or a proportion of the school's overall operating and facilities costs.

This means that the rest of the school is subsidising the cost of the nursery. There is already pressure on the school's budget which is operating a licenced deficit.

Initial consultation process

At the Children, Young People and Skills Committee on 6th March 2017 it was agreed to start the process to close the school's nursery class and raise the lower age range from three to four. The committee paper is attached as Appendix 1.

A consultation document was published on the local authority's consultation portal and distributed to parents of children attending the schools. A public meeting was also held on 30th March 2017. The consultation document is attached as Appendix 2.

The consultation was publicised at a range of local venues; the poster is attached as Appendix 3.

Response to initial consultation

A report of the initial consultation is attached as Appendix 4.

Twenty-seven people responded on the council's consultation portal

² Based on the school's headcount returns to the local authority

Eight people submitted written questionnaires
Seven people attended the consultation meeting
Two people sent emails
0 people left telephone messages

Overwhelmingly people were not in favour of raising the school's lower age range to four and closing the nursery class for the following reasons:

- The high quality of nursery provision provided at Middle Street Primary school which is not replicated elsewhere
- Lack of alternative maintained nursery provision, in that the other local schools with nursery classes (St Mary Magdalen Catholic Primary School and St Paul's C of E Primary School) are both faith schools
- The ease of and importance of the child's transition to school from the nursery class
- The convenience of having the youngest child at the same school as older siblings
- The disruption to the child or family at having to find alternative nursery provision where a child would be continuing in the nursery in September 2017
- Lack of exploration of other options by the school; the possibility that there will be increased demand for places from September 2017 when working parents become entitled to 30 hours free childcare

A minority of people were in favour of closing the nursery class because of the pressure on the wider school budget.

The local authority values the quality of the nursery education provided by Middle Street Primary School and acknowledges the value that the nursery adds to the school as a whole. However, all early years providers who receive funding for EYFE follow the early years foundation stage. Quality of childcare provision in the city is high; according to Ofsted in Brighton & Hove 96% of early years childcare providers were rated as outstanding or good, compared with 93% in England as a whole³.

The transition of children from the nursery to the main school is also important where a child gets a place in the main school, although there are separate admissions criteria for the nursery and the school and so it is not guaranteed that a child attending the nursery class will also attend the main school.

Families whose children are already at the nursery class and will still be of nursery age in September 2017 will be supported to find alternative early years provision by the Family Information Service.

The school has publicised the nursery class and has also been very flexible in offering a wide choice of sessions to parents. It has also allowed parents to purchase additional sessions, but the income received from these has not been sufficient to make the nursery class viable. There are four children in the nursery class who will still be of nursery age in at the start of the new school year and six on the waiting list, making a potential roll of only 10 in September 2017.

³ At 31 December 2016

An estimated 46% of parents of three and four year olds across the city will be entitled to the extended entitlement of 30 hours free childcare from September 2017. However, working parents tend to choose full day care rather than the sessional care that is offered by Middle Street Primary School nursery class. The school has looked into offering wraparound care but does not feel that this is viable on the school's small site and with the low number of parents likely to take up the offer.

Where and when the statutory notice and full proposal information will be available

Brighton & Hove City Council will publish the statutory notice for this proposal on Friday 28th April 2017. The notice will remain in force for a period of four weeks i.e. until Friday 26th May 2017. Copies of the notice will be placed:

- at the entrance to the school
- in other places in the community; including Jubilee Library and Turner Children's Centre

It will also be published in the Brighton & Hove Independent newspaper.

A copy of the statutory notice is attached as Appendix 5.

On Friday 28th April 2017 the full proposal information (this document plus appendices) will be sent to the following:

- the governing body of Middle Street Primary School
- The school Organisation Unit of the Department for Education

It will also be published on the council's website at the following address www.brighton-hove.gov.uk/school-statutory-notice.

Any person may request a copy of the full proposal information either by writing to Tracy Goddard, Early Years and Childcare, Brighton & Hove City Council, Hove Town Hall, Norton Road, Hove, BN3 3BQ or by contacting her on 01273 295382 or via email at eyc@brighton-hove.gov.uk.

How to make representations or comment on the proposal

Any person may object or make a representation or comment on the proposal. This can be done by writing to Vicky Jenkins, Childcare Strategy Manager – Free Entitlement, Early Years and Childcare, Brighton & Hove City Council, Hove Town Hall, Norton Road, Hove, BN3 3BQ before the closing date of 26th May 2017 or via email to her at vicky.jenkins@brighton-hove.gcsx.gov.uk

Following the closing date for representations, comments and objections, a report will be prepared for the Children, Young People and Skills Committee to decide the proposal. This report will be considered at their meeting on 12th June 2017.

Appendix 7

Queen's Park Primary School Report on Statutory Consultation Period

Number of responses received during statutory notice period – four
Number of responses received after end of statutory notice period – one¹

Objections to proposals – five

Support for proposals – none

The statutory consultation period for the proposed raising of age range from three to four years at Queen's Park primary school and closure of its nursery class ran for a four week period from 28th April to 26th May 2017.

During that period four responses to the statutory notice were received by Brighton & Hove city council. An additional response was received on 30th May 2017 after the closing date. This response has also been included in this report.

All the responses were from parents who had children in the nursery class or whose child or children had attended in the past.

The following points were made in objection to the proposed closure of the nursery class (the number of parents who made each point is shown in brackets after the comment).

1. The nursery has an excellent reputation and offers high quality early years teaching with dedicated staff (4)
2. The school has not promoted the nursery or done anything to increase numbers, which has resulted in low numbers on roll (4)
3. The school has not accepted offers from parents to help with marketing, fundraising and promotion (4)
4. Nurseries in other maintained schools are closing; in addition the new entitlement to 30 hours free childcare means that there may be a lack of places for children elsewhere in the city (4)
5. The school has not been open with parents about the difficulties the nursery was facing and its proposed closure; it failed to consult or inform parents (4)
6. Children who attend the nursery do very well in terms of their development, especially those with special educational needs and disabilities (SEND) (3)
7. The nursery is a valuable asset to the school and to the wider community and also attracts children from other areas of the city (3)

¹ Comments contained in this response have been included in this report

8. The presence of the nursery in the school also benefits its older children, including offering a place of sanctuary(2)
9. The school has failed to deal positively with enquiries from parents about the nursery (2)
10. The school has not listened to parents' objections regarding nursery closure and there is a loss of confidence in the head and governors (2)
11. If the nursery closes it will be lost for ever (2)
12. The council should hold the school to account and investigate the choice it has made to close the nursery; there is a hidden agenda which needs investigating (2)
13. Children who attend the nursery class and go on to attend the school experience continuity of care (1)
14. The nursery is good at teaching children about different cultures which stops racism in the playground (1)
15. Parents have raised money for the nursery in the past (1)
16. Closure is an indication of poor financial management at the school; the senior leadership team has not explained why per pupil spending on supply teachers has increased by 100% in the last two years (1)
17. Numbers of children on roll in the initial report did not include parents buying extra spaces, or the varying number of children attending throughout the year; there were low numbers last year because of children attending who had SEND and needed extra help (1)

Vicky Jenkins
Childcare Strategy Manager – Free Entitlement
30th May 2017

Subject:	The Use of Section 106 contributions for Education		
Date of Meeting:	19 June 2017		
Report of:	Executive Director Families, Children and Learning		
Contact Officer:	Name:	Richard Barker	Tel: 01273 290732
	Email:	richard.barker@brighton-hove.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 inform members of the legislative framework which provides for Section106 (S106) developer contributions being sought to support housing developments and to inform members of the current amount generated, how it has been recently used and future uses are identified.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the legislative framework which provides for S106 developer contributions being sought to provide education infrastructure to support housing developments.
- 2.2 That the Committee notes the use of the funding in accordance with the requirements of planning legislation.
- 2.3 That the Committee agrees that in the future spending of S106 funding will be reported to the CYPs committee in March each year and that sometimes this will need to be retrospective.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 To meet planning policy objectives enabling the grant of planning permission it may be necessary for developers to contribute towards infrastructure to support new development. These contributions are commonly known as developer contributions or S106 contributions since they are secured through the planning process as Planning Obligations under Section 106 of the Town and Country Planning Act 1990.
- 3.2 A Planning Obligation may only constitute a reason for granting planning consent for a development where the obligation meets all the statutory tests set out in Regulation 122 of the Community Infrastructure Levy Regulations 2010 ("the CIL Regulations")_in being:
- Necessary to make the development acceptable in planning terms
 - Directly related to the development
 - Fairly and reasonably related in scale and kind to the development

- 3.3 Developer contributions are sought in accordance with planning policy objectives as set out in the adopted City Plan Part One and the remaining retained policies in the Brighton & Hove Local Plan 2005.
- 3.4 Further guidance in the Developer Contributions Technical Guidance sets out how and when S106 developer contributions can be sought. This was first approved by Cabinet in February 2011 and updated by Economic Development & Culture Committee in June 2016 and March 2017.
- 3.5 This Technical Guidance includes a section on how and when contributions will be sought in respect of education infrastructure. The latest version of the Technical Guidance is attached as Appendix 1. It covers all types of potential developments from small sites to major development areas.
- 3.6 Since 2007 we have sought education contributions for developments of more than 10 new dwellings in areas where there was a pressure on school places. The calculation of a contribution has always been based on the number of pupils the development is likely to generate and the cost of providing this number of places. We do not seek contributions in areas where there are sufficient school places. This is because the request for contributions has to be in accordance with the points in 3.2 above. Seeking contributions in areas where there are sufficient school places would not meet the statutory tests set out in the bullet points.
- 3.7 Housing development in Brighton & Hove is, for the most part, small developments on brownfield sites and therefore no one development gives rise to a significant sum of money. However, the Technical Guidance allows for the pooling of contributions and in the past we have pooled contributions and used them to offset the cost of school expansion projects.
- 3.8 Since 2007 we have secured approximately £2.4million of contributions from 28 developments (Appendix 2 shows the contributions received as at April 2017).
- 3.9 To date we have spent approximately £0.750m of the funding we have received on projects to provide additional school places which is the reason for securing the contributions. This funding has been used to augment the Basic Need Grant from Central Government where possible. .
- 3.10 The decision on when to make use of S106 contributions was made by officers based on the contributions available at the time and the proximity of the development they arose from to the proposed expansion project.
- 3.11 The use of the funding has been included in the capital reports to committee in the past but this has been sporadic and only when commitments are planned for the forthcoming year.

Community Infrastructure Levy (CIL)

- 3.12 The CIL Regulations came into force in April 2010. The CIL allows Local Authorities to raise funds from developers undertaking new projects in their area.

The funding received through CIL should be used to fund a wide range of infrastructure which would include schools.

- 3.13 CIL does not have to be introduced by a Local Authority and whilst there is intention to progress a CIL for the city currently there is no timetable for its introduction. However there are impacts of the CIL Regulations on the collection and use of S106 contributions. As a result of the CIL Regulations (as amended) and since April 2015 it has not been possible to pool more than five S106 contributions to any one project whereas previously it was possible to pool as many S106 contributions as the Council wished.
- 3.14 Also as a result of the introduction of the CIL Regulations we now have to nominate schools where the funding will be used at the time of making the request for funding which will then be identified within each S106 Agreement with spending restricted to these schools. The consequence of which is that we are now less able to make strategic use of the S106 funding to increase the number of school places as we have done in the past.
- 3.15 We can however make use of the funding to fund enhancements at the individual school rather than create additional school places. The intention is that we will use the funding to address suitability issues at schools wherever possible.
- 3.16 Of the £1.65million currently available approximately £0.600m is earmarked for contributing toward the cost of purchasing the site for the new secondary free school for the city. Owing to the restrictions on the number of contributions that can be pooled the intention is to use five contributions from developments in the area that will be served by the new secondary free school. The current proposed contributions are shown in Appendix 2.
- 3.17 The remainder of the funding will be used in accordance with the Technical Guidance to fund works that will enhance schools in the areas as direct mitigation of the proposed developments.
- 3.18 It is important that any monies accrued are used in accordance with planning legislation and policy objectives as further defined in the Developer Contributions Technical Guidance.
- 3.19 The recommendations on how to use the funding going forward will continue to be made by officers and be based on their knowledge of the school estate in terms of its capacity and condition. The use of S106 funding will be reported to the Children Young People and Skills committee as part of the Capital Investment Programme report which is considered in March each year and will be approved at Policy Resources & Growth Committee.
- 3.20 Recommendations will be informed by data gathered via the condition surveys and the yearly updating of the plans for the SCAP return. The intention will be to address suitability issues in schools named in the S106 Agreement to ensure that the schools will be able to admit to their Published Admission Number.
- 3.21 The contributions are activity led, i.e. they will become payable at different points of the development such as the start of building or when a certain number of housing units are completed and consequently it is not always clear when

contributions will be available. Owing to this the reporting of the information will sometimes have to be retrospective.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 It is important to ensure compliance with the legislation and Developer Contributions Technical Guidance when seeking contributions and when spending any resultant sums.
- 4.2 Not adhering to this could result in requests for sums being challenged and not being secured in the first place or having to be returned to the developer if not properly used.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The request for and use of developer contributions has to be in accordance with planning policy and priorities in the City Plan Part One adopted March 2016. The City Plan was subject to extensive consultation over a number of years.

6. CONCLUSION

- 6.1 The information within this report informs members of the route to securing developer contributions in respect of education infrastructure and the determination of the use of these funds.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 Any S106 contributions will be used in accordance with the Technical Guidance to fund works that will enhance schools in the areas as direct mitigation of any new developments. S106 contributions toward education capital schemes will be detailed within the annual Education Capital Resources and Investment Programme report and will reported to both this committee as well as Policy, Resources and Growth Committee for approval each financial year. A balance of approximately £1.6m is currently held by the council and further reports will be presented recommending the use of these balances.

Finance Officer Consulted: Rob Allen

Date: 08/05/17

Legal Implications:

- 7.2 The statutory background to securing developer contributions is set out in the body of the report.
It is not considered that the recommendations in the report raise any adverse human rights implications.

Lawyer Consulted: Hilary Woodward

Date: 4/5/17

Equalities Implications:

- 7.3 Developer contributions where secured as part of the planning process can provide wide community benefits for education facilities

Sustainability Implications:

- 7.4 The objective to securing developer contribution is to mitigate negative impacts of development and to assist enabling new development contributing towards establishing sustainable communities. Continuing to seek developer contributions helps ensure appropriate measures are secured towards physical, environmental and community infrastructure to help ensure long term sustainable development across the city

Any Other Significant Implications:

- 7.5 None

SUPPORTING DOCUMENTATION

Appendices:

1. Developer Contributions technical Guidance
2. Education Developer Contributions

Documents in Members' Rooms

1. None

Background Documents

1. Brighton & Hove City Plan Part One (Adopted 24 March 2016)
2. Brighton Hove Local Plan 2005

Developer Contributions Technical Guidance

Planning Policy CP7 Infrastructure and Developer Contributions Overview and detailed guidance on the main types of contributions

Approved Economic Development & Culture Committee 9th March 2017



This Developer Contributions Technical Guidance provides a policy overview on areas for developer contributions, enabling the granting of planning permission. The contributions will be secured as Planning Obligations under Section 106 of the Town and Country Planning Act 1990 under the tests as:

- Necessary to make the development acceptable in planning terms
- Directly related to the development
- Fairly and reasonably related in scale and kind to the development

Developer contributions are sought in accordance with policy objectives as set out in the City Plan Part One adopted 24 March 2016 and the remaining saved policies in the Brighton & Hove Local Plan 2005. The contributions will go towards appropriate and adequate social, environmental and physical infrastructure to mitigate the impact of new development. Contributions are required where necessary in accordance with City Plan policy CP7 Infrastructure and Developer Contributions.

The range of infrastructure and service provision that may be supported by developer contributions are set out in this guidance. It also provides detailed advice on the main areas for developer contributions and sets out the thresholds for requirements, how payments are calculated; and what those contributions will provide in relation to those contributions.

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Planning obligations are a necessary cost of development and it is expected that the likely cost of developer contributions will be factored into development costs at an early stage. In very specific instances s106 planning obligation requirements may impact on the viability of a development either by their cumulative requirements or if there are abnormal site development costs.

When concerns are raised by developers that development schemes are not commercially viable, as a consequence of these obligations, these issues should be raised as soon as possible and detailed viability/cost information should be submitted to the Council at the earliest opportunity. This will help reduce delay in negotiations on developer contributions and in agreeing and finalising a legal agreement to provide planning obligations.

The onus is on the developer to provide robust evidence to demonstrate the non-viability of a development proposal. To substantiate a claim the Council will require a full financial appraisal through an informed and independent assessment of viability signed by an appropriately qualified and independent valuer or financial professional. An independent assessment cannot provide binding arbitration, but the council will take into account its findings in considering viability issues on applications.

In all cases the council will require an electronic version of the viability assessment tool in a working compatible format to test calculations and the figures provided.

Review Mechanism

In meeting planning policy objectives for ensuring appropriate levels of contributions a review mechanism may be required, where due to viability at the time of determination reduced contributions are agreed upon granting planning permission.

Such a mechanism, for instance on phased developments, will allow for re-evaluation of the viability appraisal of the scheme for reassessing and allowing a revised level of developer contributions to be provided where land value assumptions may have been fixed at an early stage or as a result of any unpredicted rise in sales values.

Affordable Housing

Alternative Developer Contributions / Commuted Sums for Affordable Housing

Off-site Provision / Commuted Sums for Larger Development Sites

In accordance with Policy CP20 in City Plan Part One on-site provision of affordable housing is the Council's first priority for all suitable larger development sites (40% on sites of 15 units or more, and where practicable, 30% on sites of between 10 and 14 units).

Off-site provision of affordable housing on an alternative site or by way of a financial payment in lieu (or commuted sum) will only be acceptable in exceptional circumstances.

There will need to be robust planning or housing reasons to accept offsite provision or a commuted payment on larger development sites. Such justification will need to be carefully made as the presumption will remain for onsite provision unless scheme specific circumstances indicate otherwise. This is a matter for the developer to demonstrate and for the planning authority in conjunction with strategic housing services to consider and agree.

Circumstances which might justify offsite provision or a payment in lieu could include:

- Where mixed community objectives/housing priorities could be better met in an alternative location. For example where family sized (3 + bedroom, outdoor space) housing cannot easily be provided for on the development site itself, then it may be preferable to seek offsite provision or a commuted sum to fund such affordable housing elsewhere.
- Where there are high housing costs for occupiers associated with the development. For example, in high value areas where development leads to high service/maintenance charges and where this cannot be satisfactorily overcome or avoided by alternative design, massing or separate new build for the affordable housing.
- Where a Registered Provider finds it uneconomic or impractical to provide the affordable units agreed. An example could be where on some sites it is not practical, from a management perspective, to provide and manage a small number of on-site affordable housing units.

It is important to note that economic viability is not the key test for whether there should be on- or off-site provision. Viability determines the overall amount of affordable housing contribution – i.e. the appropriate percentage overall and the type (tenure, size mix) of affordable housing sought - whether provided onsite, offsite or as a commuted payment.

Neither off-site provision nor financial contributions will be a less expensive option than on-site provision, but will be equitable. In such circumstances where the proportion of affordable housing is being negotiated the Council may require the developments financial information be provided on an open book basis which will be required as part of the process.

Where the case is agreed for accepting a payment in lieu of onsite provision, the calculation of the commuted sum will follow the same approach as set out for smaller development sites (5-9 units or sites of between 10 to 14 units)

Offsite provision on an alternative site

Where the case for no on-site provision is agreed, then the council may consider off-site affordable housing provision on an alternative development site. An example may be where a private developer can ‘pair’ up development sites.

Provision of affordable housing on an alternative development site will be in addition to any requirement arising from the development of the alternative site. Where an alternative site is insufficient in area to accommodate all the affordable housing requirement then financial contributions to remedy the shortfall will be sought.

Provision commuted sums on Small Development Sites

Calculation of Commuted Sums for Affordable Housing on sites of 5-9 units and 10-14 units

This guidance sets out the revised methodology and calculation of commuted sums (payment in lieu) in accordance with the sliding scale requirements for smaller development sites as set out in City Plan Part One CP20 Affordable Housing.

The Brighton & Hove City Plan Part One was adopted 24 March 2016. The City Plan sets out strategic housing policies regarding future housing delivery in the city to 2030 and Policy CP20 Affordable Housing replaces the 2005 Local Plan Policy HO2 for affordable housing.

Policy CP20 ‘Affordable Housing’ requires an affordable housing contribution on all sites of 5+ net units:

- **20% affordable housing as an equivalent financial contribution on sites of 5-9 (net) dwellings;**
- **30% onsite affordable housing provision on sites of 10-14 (net) dwellings or as an equivalent financial contribution; and**
- **40% onsite affordable housing provision on sites of 15 or more (net) dwellings.**

Table 1 below indicates the equivalent number of affordable housing dwelling units for which a commuted sum would be required under Policy CP20. The numbers have been rounded to the nearest whole dwelling unit. This reflects the policy approach which is currently taken for onsite provision.

For example, for a scheme proposing 6 dwelling units, the equivalent number of affordable housing units for which a commuted payment would be sought is 1 unit. For 9 dwellings, the equivalent number of affordable housing units for which a commuted sum would be sought would be 2 units.

Table 1: Sliding scale of affordable housing contributions Policy CP20

No of units	20% affordable housing (equivalent no. units)		30% affordable housing (equivalent no. units)	
	20%	Rounded	30%	Rounded

5	1	1		
6	1.2	1		
7	1.4	1		
8	1.6	2		
9	1.8	2		
10			3	3
11			3.3	3
12			3.6	4
13			3.9	4
14			4.2	4

Commuted Payments Calculation:

The general approach to the calculation of the commuted payment remains essentially the same as that currently outlined in the original Developer Contributions Technical Guidance as first established by Environment Committee February 2011.

The commuted payment will be based on a sum equal to the difference between an Open Market Value (OMV) and Affordable Housing Value (AHV).

Brighton & Hove City Council commissioned DVS Property Specialists to undertake the relevant valuations required and from this to provide a schedule of commuted sum payments.

DVS were instructed to provide:

- A schedule of average market values for 1,2,3 bedroom flats and 2,3,4 bedroom houses across Brighton & Hove
- An analysis of different value areas in Brighton & Hove (i.e. low, medium and high).
- A schedule of average Affordable Housing values for the above unit types.
- A schedule of commuted sum payments.

The Schedule of Commuted Sums Payment, DVS report and value areas can be viewed using the link below:

Link to: [Schedule of Commuted sum payments and associated DVS report \(30KB, PDF\)](#)

Taking account of unit size mix

The appropriate unit size mix for the affordable housing contribution will be advised having regard to the balance of unit sizes across the proposed scheme as a whole. The commuted payment will then be calculated using the schedule above.

Example 1: 6 residential units comprising 4 one bed and 2 two bedroom units

The affordable housing contribution will be based on a commuted sum equivalent to 1 affordable unit (as indicated in Table 1). As the scheme is balanced more towards one bedroom units overall then the commuted payment will be that calculated for a one bedroom unit reflecting the appropriate value zone. For a flatted scheme in Zone 2 this will be £120,750.

Had the scheme comprised an even split of one bedroom and two bedroom properties then the commuted payment sought would be for a one bedroom unit.

Example 2: 9 residential units comprising 4 one bedroom units, 4 two bedroom units

and 1 three bedroom units

Under this example, the appropriate affordable housing contribution for which a commuted sum would be secured would be equivalent to 2 affordable units (as indicated in Table 1). The commuted payment would be calculated on the basis of 1 one bedroom unit and 1 two bedroom unit reflecting the appropriate value zone. For a scheme of 9 flats in Zone 2 this will be £285,250.

Securing the commuted payments and proposed uses

The council's preferred approach will be to secure the commuted payment through requiring a Unilateral Undertaking or a S106 Agreement to be submitted by the developer with a planning application. Payments will be required upon scheme commencement.

Applicants are therefore advised to confirm the appropriate commuted sum with a Planning Officer.

It is proposed that the Council would use commuted payments to fund the provision of affordable housing in the City in the following ways *below*

- To contribute to the costs of building new affordable housing;
- To contribute to the costs of area regeneration in connection with council owned land that would provide new affordable housing;
- To contribute to the costs of purchasing land or properties off-plan for new affordable housing schemes; and
- To contribute to the cost of bringing long term empty homes back into use as affordable housing.

The approach for accepting a commuted sum in lieu is that financial contributions should be of 'broadly equivalent value' – the commuted sum should be equivalent to the developer/landowner contribution if the affordable housing was provided on-site.

In such circumstances where the proportion of affordable housing is being negotiated the Council may require the developments financial information be provided on an open book basis which will be required as part of the process.

This guidance will be incorporated into the council's Affordable Housing Brief.

Sustainable Transport and travel – measures and initiatives including Highways infrastructure and access provision

When considering development proposals, securing developer contributions to improve transport is an important tool for dealing with the total transport impact that all development has on the city. Issues including the site layout and safety of the access, and changes that are required to make proposals acceptable locally, as well as potentially over a wider area, are addressed during the planning application process. Ensuring both are resolved satisfactorily through appropriate transport measures will support the overall objective of achieving sustainable growth.

Depending on the location, size and type of development, transport measures can include schemes to improve the management of traffic and parking, improvements to access arrangements, works to provide for and encourage the use of sustainable forms of travel such as pedestrian, cycle and buses, e.g. bus stop improvements, and measures to raise awareness and provide information such as Travel Plans. In addition, contributions may be sought for measures that improve safety and reduce or prevent casualties. In seeking to minimise the transport impacts of development, contributions will be required for measures that enable access to sustainable forms of transport and to maximise their use and increase choices.

All new developments, including changes of use, are required to contribute to the full costs of transport infrastructure, initiatives and/or services that are necessary, including future maintenance requirements, and all associated costs of drafting legal agreements.

The size of contribution is calculated with a simple-to-use formula based on the scale of the development proposal. The contribution sought is based on the net increase in transport impact but contributions may still be secured for developments that have a lower impact but change the nature of travel to a site. The formula acts as a guide to the overall level of contribution. However, in certain circumstances depending on whether the necessary transport infrastructure is in place to support the development the Highway Authority may seek contributions above or below the standard formula figure.

Agreement to specific measures and the overall contribution will be subject to negotiations with the developer prior to, or during, the planning application process.

The Framework for Delivering Improvements

Policy CP9 of the City Plan Part One requires that major planning applications should be submitted with a Transport Assessment [TA]. The TA should be prepared with reference to the guidance within the Planning Practice Guidance (<http://planningguidance.planningportal.gov.uk/blog/guidance/>) and through pre-application discussions with the Highway Authority. While for smaller developments, it may be necessary to provide a Transport Statement [TS], in line with the same guidelines. The submitted TA/TS must forecast the likely transport impact and suggest suitable mitigation measures where necessary.

Applications for smaller scale development will not usually require a full TA or TS but must still demonstrate that the transport impact complies with City Plan policies and forecast the likely transport impact the development will have. The Council will confirm the type of assessment required to support a planning application during pre-application discussions

with developers. The Council may request a TA or TS if it is considered that the proposal will create a material impact or change in an area, such as a junction that is over or near capacity or where there is an existing safety concern, or within the City's Air Quality Management Area [AQMA].

Developers will also need to demonstrate consistency with the current Local Transport Plan [LTP] which identifies improvement schemes across Brighton & Hove. Therefore contributions may be sought in line with this plan to contribute to relevant proposals identified in the LTP, such as measures proposed on Sustainable Transport Corridors, walking and cycling networks, and at local railway stations or other transport interchanges. The current LTP can be viewed on the Council's website <http://www.brighton-hove.gov.uk/content/parking-and-travel/travel-transport-and-road-safety/local-transport-plan>

The Process for Securing Funding

Legislation and Policy

Within the National Planning Policy Framework (NPPF) one of the 12 core planning principles that should underpin plan making and decision taking is to:

"...actively manage patterns of growth to make the fullest possible use of public transport, walking and cycling, and focus significant development in locations which are or can be made sustainable ...".

Contribution Methodology for Transport/Highways Works

Planning applicants can comply with the policy framework by making financial contributions to enable the City Council to improve and enhance facilities for public transport, walking, cycling and parking, thereby helping to meet the Council's specific transport objectives and policies, as well as those related to wider issues such as the economy and health.

The contribution will be sought to improve transport infrastructure and services in the immediate vicinity of the development site. To maintain transparency, the exact scheme will be identified and referenced in the legal agreement. Locations that are less accessible by sustainable transport will need higher levels of investment than areas that are well served.

The amount of the financial contribution is generally based upon the net increase in movement by all forms of transport which is created by the development. This demand is based on the net change in the number of daily total person trips. Person trips have been used as the most appropriate unit as this indicates the total likely level of demand placed upon the City's entire transport infrastructure. Table 2 provides guidance average person trip rates for the most common forms of development.

Whilst the net increase by all forms of transport is generally used to assess the likely contribution in certain scenarios if there is a material change in the nature of trips as a result of development proposals contributions will still be sought in line with the Community Infrastructure Levy Regulations 2010 to make the development acceptable in planning terms.

How Contributions are calculated

Contribution Formula

A formula for evaluating the levels of financial contribution has been developed to assist applicants in understanding the contribution required. This is detailed below:

Number of residential units x person trip rate x £200.00 x reduction factor
 (or GFA/100m² of business space)

For clarification a worked example has been set out below.

The example is based on a mixed-use development of two residential flats with 200m² of office use in a city centre location.

Table 1 Transport Financial Contribution (Worked Example)

Development	Person Trip Rate	Contribution Per Trip	Central Factor	Total Contribution
2 Flats (privately owned)	12	£200.00	50%	£6,-000
200m ² B1c Office space	48	£200.00	50%	

Table 2 provides guidance average person trip rates for the most common forms of development.

Table 2 Development Person Trip Rate

Development Type	Person Trip Rate*
Residential – Houses**	10 per dwelling
Residential – Flats**	6 per dwelling
Office space	23 per 100m ² Gross Floor Area

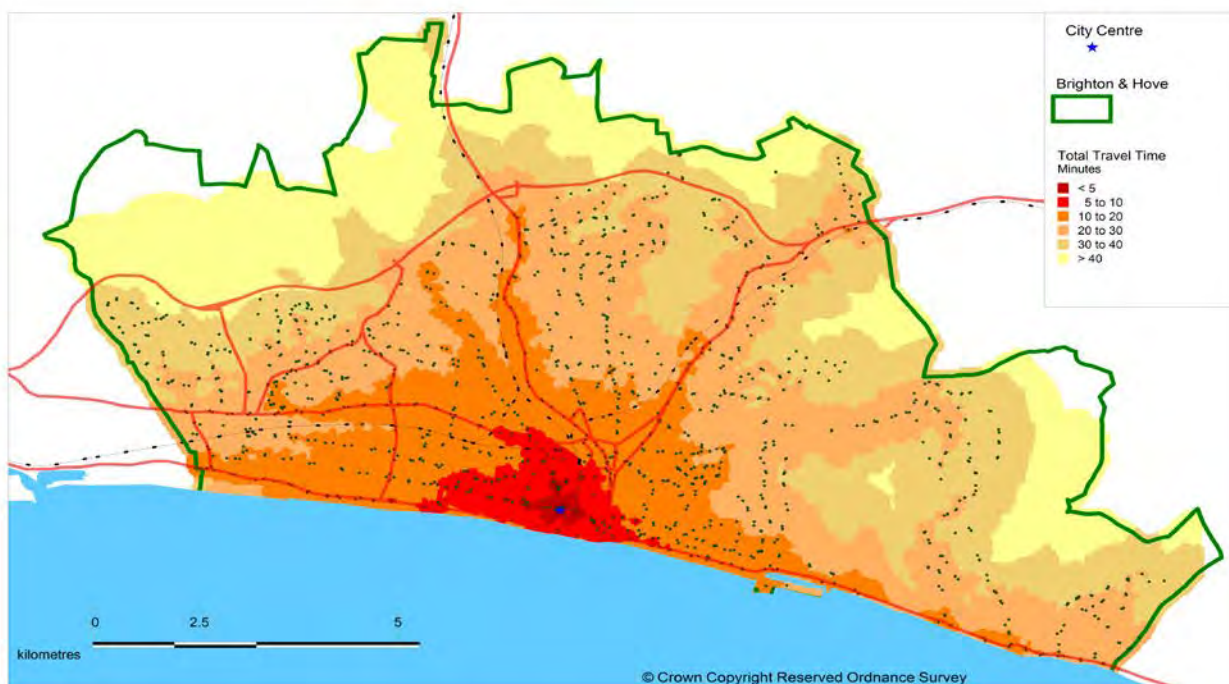
*Based on TRICS version 7.3.1

**Privately owned

The level of the contribution per person trip is £200 as has previously been established as part of this S106 standard formula. This figure has been previously established and accepted as being fair and reasonable. If a development is located in the central zone of Brighton & Hove (defined as having all amenities associated with the city centre within easy walking distance), there will be a 50% reduction on the maximum level of the calculated financial contribution to reflect the higher quality accessibility associated with the City Centre.

In the intermediate zone (where access to more sustainable forms of transport is less available) there will be a 25% reduction on the maximum level of the calculated financial contribution.

In the outer zone where public transport accessibility is lower developments will be required to make the full calculated contribution.



Public Transport Accessibility to City Centre - Interpeak (Tuesday 10-16)

A more detailed map of these zones is under production

Thresholds

Contributions for sustainable transport measures will be required for all types of schemes where transport infrastructure is necessary to make the development acceptable in planning terms. There are no minimum thresholds as to where a contribution is not applicable. The incremental impact of smaller development sites in the City is significant and therefore, contributions will be sought from all sites towards sustainable transport initiatives, where they are necessary.

Section 278 & S38 Highways Agreements

In addition to S106 contributions there are alternative funding mechanisms through the planning process. These are primarily through section 278 and 38 of the Highways Act 1980. If highway works are to be carried out on the public highway by a developer, the Council as Highway Authority will enter into a Legal Agreement under Section 278 of the Highways Act 1980. If new estate roads are to be constructed and then adopted as public highway, the Council as Highway Authority will enter into a Section 38 agreement under the Highways Act 1980. This agreement will allow the developer to construct the new roads under supervision of the Council once the full constructional details have been agreed.

These agreements allow developers to carry out highway works at their full expense whilst insuring the Council against poor or in-complete workmanship. A bond covering the full costs of the works will be secured and released on completion of the works to the Council's satisfaction. The developer will be required, to pay for maintenance for a minimum 12-month period following completion of the works after which the Council will then be responsible.

Grampian Conditions

In addition to Section 106, 278 and 38 agreements the Local Planning Authority shall use Grampian (or negatively worded) conditions which restrict development from being occupied until particular works have been carried out. Grampian conditions shall be used at times to secure off-site highway infrastructure which is necessary to make the development acceptable in planning terms.

Investing Contributions from Development

The contributions secured will be used for/put towards improvements to public transport accessibility and services, new public transport, walking and cycling infrastructure, bus stop facilities, cycle parking, park and ride schemes, on-street parking controls (including all means of management and enforcement such as CCTV and improvements to street lighting) or other suitable measures such as variable message signs. Contributions to these measures are already accepted and justified, and ongoing improvements to the transport network will be required to address the impact of future development in the city.

Contributions will be sought where appropriate for the costs of improving facilities to an appropriate standard (as agreed by the Highway Authority) and, if necessary, for the costs of bringing forward existing proposals from the LTP e.g. to improve priority walking routes and sections of the cycle network in the area. For site-specific contributions, the timing of implementation will be specified within the Section 106 agreement. If the funds are not spent within the specified period they will be refunded to the developer where this is defined in the Section 106 agreement. Some larger transport schemes may require contributions from a number of developments.

The transport contributions will usually fund projects that are located on a transport corridor or route serving the development, or within the vicinity of the site. The City Council will keep detailed records of all transport contributions received and where those contributions are used.

The methodology for calculating transport contributions will assist developers and ensure that all contributions are used in an appropriate and relevant way. The programme of LTP or other improvement schemes against which these contributions are considered will be kept under review by the Council and as such could be subject to change over time.

Employment and Training initiatives – including securing Local Employment from new development

As part of the objectives of City Plan policy CP2 (and SA6 Sustainable Neighbourhoods), apprenticeships, training and job opportunities for local residents will continue to be sought from developers on major development schemes.

Policy CP7 Infrastructure and Developer Contributions will ensure adequate infrastructure including appropriate social infrastructure through provision of employment, regeneration and training initiatives on major development sites at demolition and construction phases in accordance with the Brighton & Hove Local Employment Scheme (BHLES).

The Brighton & Hove Local Employment Scheme (BHLES)

Council is keen to ensure ongoing developer support for the provision of local training and employment agreements for all major developments. Major development proposals will be required to provide direct provision of employment and training initiatives by the developer together with a financial contribution towards an agreed and established programme with a local partnership. The training is for the benefit of the construction industry as a whole, to mitigate the impact of the predicted skills shortage in the sector and necessary to meeting policy objectives in respect of Social Infrastructure in providing suitably trained individuals required for construction services for new development.

The training provision would be for people living within the administrative boundary of Brighton and Hove, and directly related to the employment needs of the development with the aim to maximise opportunities to develop local skills and business performance and expand employment provision.

Seeking contributions for training co-ordination benefits all parties by providing employment, training, enabling sustainable development and mitigating the potential for delays to the construction process. A local workforce will enable easier recruitment and retention and will reduce the environmental impact of a commuting workforce. The advertising of all jobs, which relate to the development, should be accessible to local people through local, approved employment agencies such as Job Centre Plus and its partners.

An obligation will ensure contributions towards the city-wide coordination of training and employment schemes to support local people to employment within the construction industry. Development also directly contributing towards a workplace co-ordinator further facilitates easy routes to employment with contributions directly relating to the construction of developments and training for local people benefiting the city's major development sites across the city.

The methodology for securing contributions towards employment and training will enable the Council and delivery organisations to:

- engage in long term planning of the scheme;
- benefits residents and trainees, who are then able to develop their skills and qualifications both on and off site;
- support developers in achieving a commitment to local employment and training;
- support the development industry;

- support long-term monitoring and compliance with obligations.

A planning obligation for employment and training may include a number of elements, such as:

- a contribution by the developer towards pre- and post- construction training;
- a commitment to recruit residents for jobs pre- and post-development;
- the provision of waged construction training placements on the development site;
- larger schemes to include the provision of a serviced, on site recruitment and/ or training facility and/or workplace coordinator;
- the provision of information that the Council can use to monitor the success of the scheme;
- the developer to enter into a partnership with a local college or training provider.

Financial Contributions

Financial contributions will be required *for supporting the on-site training provision aided directly through the role of the Local Employment Scheme Co-ordinator* and a local employment training off-site programme and its running costs, including the provision of an appropriately qualified tutor. The contributions will support both capital and revenue costs on the 'Futures' programme for residents and small businesses.

Threshold and provisions

Contributions will be required from development, on net gain, on or above the thresholds detailed below. Provision of contributions on all development will need to be agreed in detail by the Council and the developer and be met prior to the commencement of development.

Brighton & Hove Local Employment Scheme **How Contributions are calculated**

All Major Developments will provide an agreed percentage (a minimum 20%) of local employment on site and provision of training opportunities in negotiation with the Local Employment Scheme Co-ordinator.

Residential Development Contributions

<u>All Residential Uses</u>	<u>Student /studio units</u>	<u>1 – 2 bed units</u>	<u>3+ bed units</u>	<u>Note</u>
Contribution per unit (schemes of 10 units and above)	£100	£300	£500	Falling under Use Class C1 or C3
	£100			Falling under Use Class C2 and Sui Generis (Hostel)

Commercial Development Contributions

<u>Type of Development</u>	<u>Threshold</u>	<u>Contribution</u>	<u>Note</u>
All uses (except see below)	500m ²	£10 per m ²	All Use Classes except B2 and B8
Storage or distribution/general industrial	235m ²	£5 per m ²	Falling under Use Classes B2 and B8

Example of development contribution:-

750 m² B1 commercial space x £10 per m² = £7,500.

50 x student /studio units x £100 per dwelling =£5,000

The proposed thresholds and formula applied would be negotiated taking into account wider considerations linked to the development of the scheme.

Biodiversity – including Nature Conservation and Development

Requirements and contributions for ensuring development provides appropriate nature conservation and ecology measures will be sought in accordance with City Plan policies CP7 Infrastructure and Developer Contributions and CP10 Biodiversity and the Nature Conservation and Development Supplementary Planning Document (SPD) 011.

Link to : [Nature Conservation and Development SPD 11 \(Council webpage\)](#)

Sports, recreation, youth, play and amenity space

As the population increases in Brighton & Hove this creates a need not just for housing but also for job opportunities, services and community facilities. This includes a need for open space which in view of the physical constraints upon the city, the sea to the south and a National Park to the north and east, is becoming increasingly important to take into account in new developments. The cumulative impact from the incremental loss of existing open space and shortfalls in open space provision within developments can be significant.

A failure to take into account the need for open space can lead to a reduction in quality of life and have negative impacts on health, social integration/inclusion, micro-climate, economic stability and educational attainment. Trees and soft landscaping help reduce air and noise pollution and surface water run-off. Physical activity is also important for health, social inclusion and educational attainment. Open space, sport and recreation are therefore something that is very much part of sustainable communities. It is becoming increasingly important to ensure open space is appropriately planned into any new development scheme at an early stage to ensure it is effective and its use optimised.

New residential development will be required to provide open space in accordance with policy requirements of the adopted City Plan and the retained policies of the adopted Local Plan. This Guidance sets out more detailed guidance on what is considered to constitute appropriate provision. Only in exceptional circumstances will alternative provision be considered and in such circumstances alternative facilities must be provided to the satisfaction of the council.

In situations where the provision of open space cannot be provided on site (either in totality or part thereof) a financial contribution will be sought for the shortfall taking into account government guidance and guidelines on costings to help secure the provision elsewhere.

Open Space Sport and Recreation Study 2008/9

The Citywide Open Space, Sport and Recreation Study assesses the quantity, quality, accessibility and demand for open space including existing indoor sport facilities in the City and recommends standards appropriate to Brighton & Hove. These recommended local open space and indoor sports facilities standards have been included in the emerging City Plan.

Breakdown of the Standard

The breakdown of the standards are broadly defined as follows. The full text can be read in the Open Space, Sport and Recreation Study 2008 (and erratum2010) or click here: [Link to : Open Space Sport and Recreation Study Final Report 2008 \(and erratum 2010\) \(2.85 MB, PDF\)](#)

Open Space Standards		
	Quantity Standard* (hectare / 1,000 pop)	Accessibility Standards
Parks and Gardens	0.92	15 minute walk time (720m)
Amenity Greenspace (AGS)	0.582	10 minute walk time (480m)
Natural Semi-Natural (NSN)	2.8	15 minute walk time (720m)
Outdoor Sport	0.47	20 minute walk time (960 metres)
Children & Young People (equipped play)	0.055	15 minute walk time (720m)
Allotments	0.23	15 minute walk time (720m)
Total	5.057 hectares/1,000 pop	

* The 2008 Open Space, Sport and Recreation Study contains detailed

information on Quality Standards expected.

Indoor Sports	
Quantity (indoor sport)	
Modelling undertaken in line with Sport England parameters. Standards to comply with national best practice.	The Open Space, Sport and Recreation Study recommends the council should aim to provide a new multi-sports wet/dry side leisure centre (in addition to the replacement of provision currently made at the King Alfred Leisure Centre) and indicates a further potential need for additional pool space and indoor sports halls. The study also indicates a demand for an indoor arena and ice rink.
Accessibility (indoor sport)	
Standards to comply with national best practice.	
Quality (indoor sport)	
All facilities should be built or provided in accordance with national best practice and meet the minimum specifications of the appropriate National Governing Body of sport and meet Equality Act 2010 guidance (formerly Disability Discrimination Act).	

Calculations for contributions for open space provisions are set out below and the table in the Appendix table of Contribution Costs. This Technical Paper and the following calculations have incorporated the provisions set out in the Brighton & Hove Open Space, Sport and Recreation Study 2008/9.

Calculating Commuted Payments for Off-Site Provision

On-site provision will be sought and only in exceptional circumstances will alternative provision be considered acceptable. However there are minimum sizes in respect of achieving effective useable areas of open space. These are detailed below:

Typology	Minimum Size (hectares)
Parks and gardens	0.4
Natural/Semi-Natural	0.05
Amenity Green Space	0.04
Outdoor Sport	0.28
Children and Young People Equipped	0.04 + buffer
Allotments	0.05

In most cases the demands generated by a development proposal will not meet the minimum size. In such cases it is likely provision will be achieved more effectively by an off-site contribution.

Where a development proposal generates demands equal to or greater than these minimum size guidelines for achieving useable space then on-site provision will be expected. The inability to provide such space on-site could be an indication of over development.

Scope of Contributions

The level of contribution required will depend upon the nature of the facility to be provided. The financial contributions secured will be used to provide new facilities, additions to existing facilities and where the opportunity arises the provision of additional new open space. The types of schemes to be funded include:-

- New playground equipment
- New pitches etc.
- Safety surfacing to accommodate / enable the respective increase in usage
- Changing facilities to accommodate / enable the respective increase in usage
- Access enhancements to accommodate / enable the respective increase in usage
- Improvements to existing respective typologies to increase their offer
- New planting
- Enhancements to the green network
- On larger schemes it may also be appropriate to secure part of a contribution for respective open space co-ordinators whose duties will include promotion and the running of activities, information on provision etc.

How Contributions are calculated

Threshold

Provision will be sought from all residential developments. Residential proposals for 9 or fewer units will not be required to provide the full extent of open space requirements unless the site is capable of accommodating 10 residential units or forms part of a larger developable site for residential units. Residential proposals of 9 or fewer units will be expected to have regard to the need to provide private amenity space, landscaping and communal areas to enable informal play/social interaction. Developments of 10 or more will be required to provide/contribute to all forms of open space and indoor sport provision. Calculations for contributions are set out on the following page.

When Contributions will be sought

Typology					
	Bedsits	Open Market Residential Units (excluding bedsits)	Affordable Housing (excluding Bedsits)	Student accommodation and hostels	Housing for the active elderly (excluding bedsits)
Parks and gardens	✓	✓	✓	✓	✓
Amenity greenspace (AGS)	✓	✓	✓	✓	✓
Natural semi natural Open space (NSN)	✓	✓	✓	✓	✓
Outdoor sport facilities	✓	✓	✓	✓	✓
Children and Young People (Equipped Playgrounds)	X	✓	✓	X	X
Allotments	✓	✓	✓	✓	✓

Indoor sport Facilities	✓	✓	✓	✓	✓
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Key:

- ✓ Provision or contribution for net additional units provided will be sought
- X Provision or contribution will not normally be sought.

Housing for the active elderly applies to schemes providing accommodation for the elderly including sheltered housing schemes. In respect of extra care sheltered housing and nursing care accommodation which specifically caters for the less active regard will be given to ensuring appropriate on-site landscaping in order to secure a pleasant outlook and opportunities for activity (e.g. to assist with gardening, food growing etc.)

Occupancy levels

The occupancy levels detailed below will therefore be assumed for the purposes of calculating the level of open space and indoor sport contribution required for a development.

- Bedsit = 1 person per unit
- 1 bedroom dwelling = 1.5 persons per unit
- 2 bedroom dwelling = 2.5 persons per unit
- 3 bedroom dwelling = 3.5 persons per unit
- 4 bedroom dwelling+ = 4 persons per unit

If the proposal is in outline form and only the total number of units is known, the occupancy will be assumed to be 2.2 persons per unit. This is intended to provide an initial guide to the likely open space and sport requirements. This initial figure will in all circumstances be updated by a detailed calculation based on the number of bedrooms; once a reserved matters/detailed application is submitted.

Thresholds and calculation of contributions

Open Space Requirement per person:

Typology	Local quantity standard per person
Parks and gardens	9.2m ² per person (0.00092 ha)
AGS	5.82m ² per person (0.000582 ha)
NSN	28m ² per person (0.0028 ha)
Outdoor sport	4.7m ² per person (0.00047 ha)
Children and young people equipped	0.55m ² per person (0.000055 ha)
Allotments	2.3m ² per person (0.00023 ha)
Total	50.57m² per person (0.005057 ha)

Maintenance

There is no statutory duty on a local authority to provide open space (except cemeteries and 'statutory' allotments). In view of the future implications of the

current public sector austerity measures it is considered reasonable to include maintenance costs. These will address initial troubleshooting and setting up costs in amending maintenance site specifications etc. Common practice has sought to take into account the cost of maintenance over a period of at least one generation. This will be at least 10 years up to a 25 year period. For the purposes of this document 10 years has been applied.

Contributions per Person and per Dwelling:

The following table details the cost per person. The Open Space, Sport and Recreation Study calculated the cost per person for the provision of assessed future needs for indoor sport. This figure is £196 per person.

Category	Cost per Hectare (£)	Cost per person	Maintenance Per 10 years	Total cost per person
Parks and garden	374,200	£344	£100,000	£436
Amenity Green Space (AGS)	49,600	£29	£10,500	£35
Natural/ Semi Natural areas (NSN)	59,300	£166	£10,500	£195
Outdoor sport	576,200	£271	£58,000*	£298
Children and Young people Equipped space	520,800	£28.60	£52,080*	£32
Allotments	186,000	£43	-	£43
Open space Sub Total		£882		£1,039
Indoor Sport				£196
TOTAL Open Space Sport and Recreation				£1,235

* Assumed maintenance cost of 25% of cost per hectare (as applied in draft SGPBH9).

The following table details the contributions per dwelling.

Dwelling size:	Open Space Contribution	Indoor Sport Contribution	Total Contribution Per Dwelling
Studio/bedsit (1person) (note) No contribution towards children & young	£1,007	£196	£1203
1 bed unit (1.5 persons)	£1,558.50	£294	£1,852.50

2 bed unit (2.5 persons)	£2,597.50	£490	£3,087.50
3 bed unit (3.5 persons)	£3,636.50	£686	£4,322.50
4 + bed unit (4 persons)	£4,156	£784	£4,940

PLEASE NOTE: Base date April 2010 – future contributions will be adjusted to reflect changes in costs.

Link to: [electronic Recreation open space contributions calculator \(39KB, MS Excel\)](#)

Education and learning including schools provision and facilities

The Council will ensure that the impact of new residential development does not create additional pressure on local schools that do not have capacity. City Plan policy CP7 Infrastructure and Developer Contributions supports contributions being sought towards education including schools. In stress areas contributions will be required where new development impacts on primary and secondary school places. Development that generates a need for primary school places will require provision that is very local to the development whereas developments that generate a need for additional secondary school places may require additional places some distance from the development owing to the location of the secondary schools in the City.

To ensure that the impact of new residential development does not create additional demands on schools that do not have the capacity, the Council will seek contributions for education provision:

- where the scale of the development will create a significant impact on existing residents attending local schools;
- or, where there is an identified shortage of school places;
- or, the development is in the vicinity of a school with temporary classrooms.

Education requirements are calculated using standard formulae, as set down by the Department for Education (DfES) in the relevant Building Bulletin. This sets out standards of provision for education facilities, including the size and number of classrooms needed to accommodate a specific number of children and the cost multiplier for building costs per pupil places in schools in the city. The need for development to provide for additional school places will be guided by adjusted pupil forecasts produced by the Council from General Practitioner registration data provided by the Health Authority.

How Contributions are calculated

The cost multipliers per dwelling used to calculate developer contributions for the expansion of existing schools are derived from the relevant, regionally adjusted DfE Basic Need cost multiplier figures of costs of provision per pupil. These figures are updated annually and are calibrated to take account of the differing costs of building across the country.

The Council has produced a pupil product ratio for different types and tenures of dwelling and this informs the number of additional pupils that residential development is likely to generate. Pupil product ratios are derived from local studies and apply to developments for both market and affordable housing and the number of school age children generated by varying sized properties. The method of calculating contributions is by multiplying the likely pupil product ratio generated by the intended development by the cost per pupil place which for the purpose of this Guidance is also shown as cost per unit.

To accurately reflect the demographic situation and projections within the City the Council's Housing Needs Survey 2005/06 is used to demonstrate that flats and apartments in the city generate up to 80% of the numbers of children as

terraced and semi-detached housing. In calculating requirements, account will be taken of this and the development mix and the size of proposed dwellings.

Thresholds & when Contributions will be sought

Potentially all residential development creates new demand for education provision and requiring contributions from all development is reasonable and based on the findings of the Housing Needs Survey 2005/06. However, the requirement for development to provide contributions to school places will only be required across specified stress areas on large developments of 10 units net gain and above and where there is insufficient school capacity to support the development.

The current situation is one of varying capacity in different locations, and in specific parts of the city, particularly the central, southern and western areas, there is no additional educational capacity and therefore these areas are highly susceptible to the future demands generated by new development.

The need for contributions towards education requirements applies to all types of residential development, excluding sheltered housing, student accommodation and studio units. For major schemes, where there is specific and identified need, a development should bear the full cost of education facilities needed to support it, including where appropriate, the acquisition and provision of a fully serviced site, the design and construction of buildings, fitting out costs and any necessary transport measures. These requirements will be sought on a case- by-case basis, guided by the relevant DfE guidelines and pupil forecasts.

In areas where predominately small developments occur, this will be the subject of further investigation into the application of a lower threshold for contributions. Contributions in the form of commuted sums, which may be pooled, will enable resources, equipment or improvement works at schools affected by any development, or groups of unrelated developments, in the given area.

Contributions will also take into account the adequacy of existing playing fields and indoor recreational space, communal space (e.g. school hall) and specialist teaching space (e.g. laboratories) and the additional pressures new development places on these. Generally, such facilities should be located with or close to other community facilities and should also be conveniently and safely accessible on foot, by public transport and bicycle and for people with disabilities, as well as by car. Additionally the council will require contributions for special needs and youth facilities, which are also clearly linked with new development.

Site Provision

Nursery Provision

The need for nursery provision will be guided by the Early Years Development and Childcare Plan. Physical requirements will be determined in consultation with nursery school providers/operators and the Children & Young Peoples

Trust. This will include the provision of land and buildings within a primary school where a new facility is justified.

Primary School Provision (Pupils aged 4-11)

A new one form entry school providing 210 places has a space requirement of 10,500m², including a minimum of 5,000m² for playing fields. A new two form entry school providing 420 places has a space requirement of 18,500m², including a minimum of 10,000m² for playing fields.

Secondary School Provision (Pupils aged 11-16)

A new six form entry school providing 900 places has a space requirement of 65,000m², including a minimum of 45,000 m² for playing fields. A new eight form entry school providing 1,200 places has a space requirement of 82,000m², including a minimum of 55,000 m² for playing fields.

Thresholds and Cost Multiplier per Pupil

This table illustrates the development thresholds at which contributions will be sought together with the pupil costs per housing unit.

Link to : [electronic Education contributions calculator \(26KB, MS Excel\)](#)

These figures will be applied should contributions be required

<u>Education calculation multiplier</u>	1 bedroom	2 bedroom	3 bedroom	4+ bedroom
Nursery provision	Pupil yield	Pupil yield	Pupil yield	Pupil yield
Private owned / rented	0.02	0.06	0.14	0.23
Affordable rented or shared ownership	0.03	0.15	0.27	0.28
	£	£	£	£
<u>Houses</u>	£259	£779	£1,818	£2,988
<u>Flats</u>	£207	£623	£1,455	£2,390
Primary provision	Pupil yield	Pupil yield	Pupil yield	Pupil yield
Private owned / rented	0.02	0.07	0.16	0.26
Affordable rented or shared ownership	0.05	0.22	0.40	0.41
	£	£	£	£
<u>Houses</u>	£259	£909	£2,078	£3,377
<u>Flats</u>	£207	£727	£1,662	£2,702
Secondary provision	Pupil yield	Pupil yield	Pupil yield	Pupil yield
Private owned / rented	0.02	0.06	0.15	0.24
Affordable rented or shared ownership	0.04	0.19	0.35	0.36
	£	£	£	£
<u>Houses</u>	£391	£1,174	£2,936	£4,698
<u>Flats</u>	£313	£939	£2,349	£3,758

Sixth Form provision	Pupil yield	Pupil yield	Pupil yield	Pupil yield
Private owned / rented	0	0.01	0.03	0.05
Affordable rented or shared ownership	0	0.02	0.03	0.03
	£	£	£	£
Houses	0	£212	£636	£1,061
Flats	0	£169	£509	£849

Public Realm and environmental improvements including provision of an artistic component

Contributions may be sought from major schemes towards direct on site provision by the developer as part of or in the immediate vicinity of development in accordance with adopted policy City Plan Policy CP5 Culture and Tourism supports investment in public realm spaces suitable for outdoor events and cultural activities and the enhancement and retention of existing public art works. Policy CP7 Infrastructure and Developer Contributions seeks development to contribute towards necessary social, environmental and physical infrastructure including artistic components secured as public art and public realm improvements; and policy CP13 Public Streets and Spaces seeks to improve the quality and legibility of the city's public realm by incorporating an appropriate and integral public art element.

Other areas where developer contributions may be sought to mitigate site specific impacts of development in accordance with adopted policy:

- Sustainable Development initiatives including carbon reduction, energy efficiency and air quality management measures
- Utilities infrastructure, including water provision, wastewater treatment and drainage
- Flood-risk prevention measures
- Community rooms/facilities – including new/replacement
- Tourism, culture and heritage
- Reducing crime, including community safety measures
- Health and well –being (health facilities)
- Historic buildings, including design and conservation

REF	XPBB	RECEIPT OF SECTION 106 CONTRIBUTIONS TO EDUCATION	date received	Sums received	Spent to date	Available Balance	School & Year of spend	Restrains	Comments
106	Brighton Marina Outer Harbour	Education Facilities (Phase 1)	04/07/2016	£ 67,447.31			Spend administrative boundary		New sum received 7/2016
	06/1124 signed 4/7/06 yr 06/07					£ 67,447.31		Final sum to be repaid 12 following receipt final	
116	Ocean Hotel, Saltdean	Education Facilities	30/01/2007	£ 110,683.20	(110,683.20)		Saltdean Primary School Saltdean Primary spend 13/14	spend by end Jan 2017	Ward Members & Educ agree would like for Saltdean School Planning App submitted 6/13
131	4-8 Somerhill Avenue	Education - Somerhill/Davigdor	26/07/2007	£ 30,139.68	(25,309.68) (4,830.00)		Davigdor Primary spend 09/10 previous years on site schools cycle parking	None	For Davigdor Primary 08-09 - See Gillian note 5-08
04/2722 signed 29/9/05 yr 05/06	spend Somerhill cycling improvements								
132	Freshfield/Pankhurst Reservoir	Education	03/08/2007	£ 42,064.00	(42,064.00)		Vardean spend yr 09/10	None	Members/Community would prefer for St Lukes Primary but needed/agreed for Vardean.
06/3882 signed 1/3/07 yr 06/07									
137	Toomeys Roedale Road	Education (for Secondary provi	21/08/2007	£ 66,686.00	(66,686.00)		Originally for Vardean for yr 10/11 Dorothy Stringer School 12/13 spend	secondary provision only	
06/3206 signed 22/12/06 yr 06/07									
152	ex Westbourne Hosp 50-52 New	Education	18/04/2008	£ 37,525.00	(37,525.00)		Connaught spend yr 11/12	None	See GC email 12-10 & 4/11
07/2930 signed 11/3/08 yr 07/08									
163	Dresden House, Medina/Albany	Education	17/10/2008	£ 79,324.00	(79,324.00)		Connaught spend yr 11/12	allocate by 10-2013	See GC email 12/10 & 4/11
08/0210 signed 13/5/08 yr 08/09									
166	Ebenezer Chapel, Richmond Pa	Education (Primary) Education (Secondary)	19/12/2008	£ 24,374.19 £ 33,535.00	(33,535.00) (24,374.19)		Vardean School 10/11 spend Queens Parks Primary spend 11/12 (actual £24,500 with interest)	Specific split. Spend by 12/2018	See GC email 4/11
07/1591 signed 31/3/08 yr 07/08									
180	Btn Station Blocks E/F NEO	Education (Primary) Education (Secondary)	10/09/2009	£ 50,000.00 £ 50,000.00		£ 100,000.00	not yet allocated not yet allocated	Spend by 8/2019	to be used for new secondary site purchase
06/1761 signed 27/09/07 yr 07/08									
217	Roadside (Pioneer House) Burstle	Education	29/05/2010	£ 35,512.00	(35,512.00)		not yet allocated Dorothy Stringer School spend 12/13	Spend by 6/2015	
09/02911 signed 11/3/10 yr 09/10									
218	Coast ex Nuffield New Church R	Education	18/08/2010	£ 109,000.00	(109,000.00)		Connaught spend 11/12	none	See GC email 12/10 & 4/11
05/2267 signed 12/4/06 yr 06/07									
232	Land at Pankhurst (ex Braitton General Nurses Accommodation)			£ 135,796.00		£ 135,796.00	not yet allocated	Spend by 9/2020	to be used for new secondary site purchase
10/01054 signed 9/8/10 yr 10/11 (DoV see Yr 12/13)									
252	Ainsworth House Wellington Ro	Education (Primary) Education (Secondary)	07/09/2011	£ 16,777.00 £ 22,859.00			not yet allocated not yet allocated	Specific split. No time constraint	
10/03994 signed 8/4/11 yr 11/12									
256	Sala Bingo, Portland Road Hove	Education	30/08/2013	£ 55,679.79		£ 39,636.00	not yet allocated (potentially St Andrews?)	No time constraint	provision within administrative boundary of B&H
						£ 55,679.79			
271	Btn Station Site J NEO	Education	20/06/2012	£ 199,884.00		£ 199,884.00	not yet allocated	Spend by 6/2022	Provision within administrative boundary of B&H as consequence of this development to be used for new secondary site purchase
10/03999 signed 9/12/11 yr 11/12									
281	former Royal Alex Hospital Dyke	Education	24/04/2013	£ 177,646.92	-£ 74,612.00		15/16 Primary allocation St Andrews School - 4ED223 Secondary provision = not yet allocated	Commit by 4/2020 - Spend by 4/2023	
10/03379 dated 19/7/11 yr 11/12						£ 103,034.92			to be used for new secondary site purchase
282	Vespa ex Caffyns 331 Kingsway F	Education - for improving (both) Primary & Secondary provision	25/04/2013	£ 78,744.00				Spend by 4/2020	

Subject:	Drug, Alcohol and Tobacco Education Guidance for Educational Settings		
Dates of Meeting:	19 June 2017		
Report of:	Executive Director- Families, Children & Learning		
Contact Officer:	Name:	Sam Beal	Tel: 01273 293533
	Email:	sam.beal@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 This report is to present the final draft of the *Brighton & Hove Drug, Alcohol and Tobacco Education Guidance for Educational Settings Guidance (2017)* for comment and approval.

2. RECOMMENDATIONS:

- 2.1 That the Committee approve the final draft *Brighton & Hove Drug, Alcohol and Tobacco Education Guidance for Educational Settings Guidance (2017)*
- 2.2 That the Committee approve the stance on alcohol on school and college sites.
- 2.3 That Committee continues to support the continued improvement of drug, alcohol and tobacco education within a planned programme of PSHE Education.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The 2017 guidance is a revised version of the *Guidance for Schools: Drugs and Alcohol Education (2003)* and has been informed by a review of Brighton & Hove's drug, alcohol and tobacco education provision that was carried out by national charity Mentor UK in 2015-2016. The report of this review can be found [here](#). The guidance is also informed by latest research into what is effective in drug, alcohol and tobacco education.
- 3.2 Locally, the city has relatively high levels of smoking and alcohol use among young people as reported in the annual Safe and Wellbeing at School Survey (SAWSS), and is further reported in official Public Health England local alcohol profiles. While some of these figures are positively showing downward trends, the data still highlights the importance of an effective system of support for children and young people including universal provision of effective drug, alcohol and tobacco education (DATE) in schools.
- 3.2 This guidance is intended to be used by Brighton & Hove governors, school staff, parents, carers, and a range of educational and health professionals as they work in partnership to develop effective drug, alcohol and tobacco education

policies and curriculum in primary, secondary, special school and FE settings. Drug, alcohol and tobacco education is still subject to public debate and concern and this guidance will provide a framework for schools to work to support all children and young people to be safe and healthy.

- 3.3 Following the Mentor UK report on drug, alcohol and tobacco education referenced in 3.1, the primary and secondary school PSHE networks worked with PSHE Lead Teachers from the Standards and Achievement Team to share, develop and improve practice with a particular focus on skill development and normative approaches. Normative approaches encourage the use of data to make it clear to children and young people that using substances is not the 'norm' in their age group. This guidance provides support to the continuation of this good practice and is supported by a range of policy documents and curriculum resources. The dissemination of the guidance will be a further opportunity to promote best practice in drug, alcohol and tobacco education.
- 3.4 Advice for [Educational Settings on Responding to Drug and Alcohol Related Incidents](#) is in place, but currently under-review. This document is mainly an operational document and the review will be finalised when the re-design of substance misuse support for schools has been completed. Both parts of the guidance include the following statement about alcohol on school and college sites:

It is up to education settings to decide on their policy related to alcohol at events and social occasions, however it is highly recommended that discussions take place with Parent Teacher Associations and Senior Leaders about the place of alcohol in school or college events where children and young people are present.

The presence of alcohol at events such as Cheese and Wine or Summer Fayres may exclude some groups of parents and carers including those from faith backgrounds where alcohol is prohibited or those in recovery from alcohol related problems. For children whose parents and carers have issues with substance misuse the presence of alcohol is likely to also cause anxiety.

Schools and colleges could additionally reflect on the implicit and explicit messages being given about alcohol and its use to children and young people when for example, providing alcohol during school performances or as prizes in raffles.

Alcohol free sites or not having alcohol when children and young people are present would therefore be beneficial in reinforcing the message that alcohol does not support learning and would begin to challenge the prevalence and social acceptability of alcohol use in some parts of our society. This would then be of positive support to the messages of the drug, alcohol and tobacco education programme.

- 3.5 On Thursday 27 April the *Children and Social Work Bill* received Royal Assent, becoming the *Children and Social Work Act*. The new Act includes legislation that makes relationships and sex education (RSE) statutory in all secondary schools, and 'relationships education' in all primary schools. The Act also gives the Government power to make PSHE education statutory in its entirety, pending the results of a consultation. Educational settings following this guidance will be well-placed and ready for any developments in the status of PSHE and drug, alcohol and tobacco education within it.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 Not Applicable

5. COMMUNITY ENGAGEMENT & CONSULTATION

5.1 Focus groups with students in schools took place as part of the review of drug, alcohol and tobacco education in 2015-2016 and these have informed the development of the guidance.

5.2 The draft guidance has been disseminated widely to colleagues and partners in schools, colleges, health, the community and voluntary sector for comment and feedback. Many individuals and groups have responded.

5.3 The Youth Council was consulted on the guidance in December 2016 and their feedback is reflected in the guidance.

6. CONCLUSION

6.1 Provision of guidance for educational settings is supportive to them at a time when drug, alcohol and tobacco education is not part of the statutory curriculum. It is also an opportunity to state the Council commitment to this important curriculum area and to outline best practice in terms of models of delivery, curriculum content and safe learning environments in order to prevent harm related to substance misuse. It also supports effective and clear communication with the media on the Council stance.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

7.1 The design and printing of the Drug, Alcohol and Tobacco Education Guidance for Educational Settings can be managed within existing budget.

Finance Officer Consulted: Andy Moore

Date: 09/05/17

Legal Implications:

7.2 It is not a legal requirement for a local authority to have a Drug, Alcohol and Tobacco Education Guidance however this document will support settings in fulfilling their statutory duty to promote the wellbeing of pupils.

Lawyer Consulted: Serena Kynaston

Date: 09/05/17

Equalities Implications:

7.3 Due regard to the public sector duty of the Equality Act, 2010 has been shown in the development of this resource and its content has been checked by the Communities and Equalities Team.

Sustainability Implications:

- 7.4 This guidance will support schools to review, improve and sustain a quality drug, alcohol and tobacco education curriculum delivered by trained specialist teachers.

Any Other Significant Implications:

7.5 Public Health Implications:

Public Health fund the Secondary PSHE Adviser post in recognition of the important role drug, alcohol and tobacco education plays in preventing substance misuse and promoting positive health and wellbeing.

7.6 Crime & Disorder Implications:

Effective teaching and learning in drug, alcohol and tobacco education supports children and young people to become good citizens and has a role in preventing crime or criminal behaviour. It also makes children and young people aware of laws related to drugs, alcohol and tobacco.

SUPPORTING DOCUMENTATION

Appendices:

1. Drug, Alcohol and Tobacco Education Guidance for Educational Settings; DRAFT June 2017

Documents in Members' Rooms

1. None

Background Documents

1. None

**Drug, alcohol and tobacco
education and incident guidance
for educational settings in
Brighton & Hove – DRAFT FOR
COMMITTEE June 2017**

Improvements to lay out will be made at the design phase.

FOREWORD

Teaching children and young people about drugs and alcohol is incredibly important. Although it seems painfully obvious, especially to those whose job it is to do the teaching; this part of education is often underestimated in its value.

We think quality PSHE is essential in the wholesome development of children and young people, and in extreme cases potentially lifesaving. For some, this part of education is their sole resource of information on substance misuse if they lack a close peer group or supportive family environment. It is sometimes the only alternative to the internet, where despite best efforts there is still unreliable and false information available. As a result, emphasis in schools must be placed on allowing us to learn how to keep ourselves and others safe, most especially in primary schools, which is why this guidance is so crucial.

Providing a safe place of trust to discuss and explore issues such as underage smoking, drinking and illegal drugs allows young people to disprove stereotypes and learn together in a healthy way. When it is done well, drugs, alcohol and tobacco education is very effective, but it's not all plain sailing.

Young people can be ruthless in their reception of PSHE, slating it as boring or patronising before the lesson has even begun, but this is all the more reason to get it right.

The bottom line is that most of us know that drugs are bad and that drinking and smoking is illegal when you're underage. However, it would be naive to ignore the fact that some young people still smoke and drink. It is great that in the last few years there has been a movement towards making it more about practical advice than telling us things we already know. This guidance will help to build on the improvements, helping to further drug, alcohol and tobacco education in schools and colleges.

If only one pupil or student in the class learns something they didn't know before, you will have made a positive difference.

Wednesday Croft on behalf of Brighton & Hove Youth Council, April 2017

Contents page to add

INTRODUCTION

PURPOSE OF THE GUIDANCE

Children and young people are often curious and will learn ways of assessing and managing risk through their encounters with the world around them. Effective drug, alcohol and tobacco education (DATE) should support this process by providing pupils and students with accurate, age appropriate, normative information on medicines, drugs, alcohol and tobacco, while developing their skills in staying safe, managing risky situations and resisting pressure to try substances which may cause harm to their health and well-being now or in the future.

The importance of effective DATE was highlighted by a member of Brighton & Hove's Youth Council who stated in a consultation in December 2016:

Some young people rely on drugs and alcohol education to inform themselves as they may not have a reliable home support or peer group.

Effective DATE makes an important contribution to work in educational settings to ensure settings meet their duties to safeguard children and young people:

Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).

Keeping children safe in education, DfE ([2016](#))

Additionally, the Ofsted School Inspection Handbook (2016) states that school leaders will be judged on how they to keep pupils safe and support those who may be vulnerable.

Delivery of DATE takes place within a wider programme of Personal, Social, Health and Economic education (PSHE) with the expectation of settings delivering the subject as outlined in the introduction to the current national curriculum, and official Department for Education guidance on delivering PSHE:

“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice”

Department for Education ([2013](#))

Drug, alcohol and tobacco education will be delivered within a whole setting approach to the issue which will include how any incidents involving drugs, alcohol or tobacco on site are dealt. Settings are additionally directed to the [Wave](#) for guidance on how to develop policy on managing medication and to put into place effective management systems to support individual pupils and students with their medical needs.

This guidance is therefore in two parts and has two key purposes:

- Part 1 - to provide a supportive framework for educational settings so that they can plan and deliver effective DATE within the PSHE education curriculum

- Part 2 - to provide advice on how to deal with drug, alcohol and tobacco related incidents in and around the school or college community.

It is intended, therefore, to be a point of reference for Brighton & Hove governors, nursery, school and college staff, parents, carers, and a range of educational and health professionals as we work in partnership to develop effective drug, alcohol and tobacco education policies and practice in primary, secondary, special schools and FE settings.

Part 1 of this document should be read in conjunction with other local guidance and advice documents produced by Brighton & Hove City Council, including:

- [Relationship and sex education guidance](#)
- [PSHE education programme of study](#)
- [PSHE exemplar policy](#)
- Safeguarding children and young people
- [Administration of Medicines](#)

This guidance will be updated when required and the posted on www.pier2peer.org.uk / learning / PSHE education and via the school bulletin. This guidance is best used in an electronic format to access the hyperlinks.

This guidance sets out a framework and key principles for the teaching of DATE, but for further, age-related materials and resources to enhance teaching and learning in DATE go to www.pier2peer.org.uk / learning / PSHE Education. Consultancy, advice and training on DATE can be accessed by emailing pshe@brighton-hove.gov.uk and by following us on twitter @PSHEEdBH

Acknowledgements

The first draft of Part 1 of this guidance was written by Ian Macdonald, Mentor UK on behalf of Brighton & Hove City Council. This draft was then developed by Sam Beal, Helen Emerson, Sarah Jackson and Isabel Reid from Education and Skills, Brighton & Hove City Council. It has been distributed to a wide range partners for consultation including the Police, schools, colleges, health, youth, community and voluntary sector groups.

Part 2 of this guidance and accompanying flow-chart was originally written in 2013 and has been regularly updated since. It reflects the following national guidance:

Drugs and drug-related incidents; advice for local authorities, head teachers, school staff, and governing bodies (Department for Education and the Association of Chief Police Officers, January 2012)

Screening, Searching and Confiscation; Advice for Head Teachers, Staff and Governing Bodies. (Department for Education, March 2012)

Behaviour and discipline in schools; A guide for head teachers and school staff (Department for Education, 2012)

This guidance was agreed by the Brighton & Hove City Council's Children, Young People & Skills Committee on the **XXX**.

Particular thanks are extended to the following individuals and groups for providing an in depth response to the consultation:

- Aoife Tobin, BHASVIC
- Brighton & Hove Youth Council
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- Kerry Clarke, Public Health
- Police
- Natalie Johnston, Public Health
- Ru-ok?
- **More to add**

PART 1

Drug, alcohol and tobacco education guidance for educational settings in Brighton & Hove

1 THE CONTEXT FOR DRUG, ALCOHOL AND TOBACCO EDUCATION (DATE)

1.1 Definition of drug, alcohol and tobacco education

Brighton & Hove City Council documents consistently refer to 'drug, alcohol and tobacco education' to give equal emphasis to the legal, but still potentially harmful substances of alcohol and tobacco. Effective DATE develops skills, knowledge and understanding and provides opportunities to explore attitudes and values.

In this guidance a drug is defined as:

... any substance which, when taken into the body, alters the consciousness, mood and thoughts of those who use them. People often take them to change the way they feel, think or behave. The definition therefore includes illegal drugs, alcohol, tobacco, medicines, prescription medication, volatile substances (e.g. aerosols, solvents, glue or petrol) and novel psychoactive substances.

Novel psychoactive substances (NPS) are drugs that are designed to replicate the effects of other illegal substances. People may refer to these drugs as "legal highs", but all psychoactive substances are now either under the control of the Misuse of Drugs Act 1971 or subject to the Psychoactive Substances Act 2016. See [section X](#) for further information.

Effective drug, alcohol and tobacco education (DATE) in educational settings helps children and young people develop skills they need to make healthy and safe choices now and into the future. It enables them to recognise the positive protective factors present in their lives, and develop them further to prevent use and to build personal resilience, helping them to 'bounce back' from adversity and not seek substance use as a coping strategy.

The specific aims of drug, alcohol and tobacco education should match the age, maturity and needs of the children and young people the programme is aimed at. It should however start early – children need to know and understand for example about the safe use of medicines or that they should not pick up syringes.

1.2 National context

As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. Nationally DATE is identified as being an essential part of a school's PSHE provision, and has support across a range of government departments including the Department for Education (DfE), Department of Health (DH), Public Health England (PHE) and Ofsted. However, official alcohol and drug education guidance has not been updated since 2004, with joint guidance from DfE and the Association of Chief Police Officers (ACPO) on the management of drug related incidents last updated in 2012. Gaps in effective DATE nationally have since been identified in Ofsted's 2013 report on PSHE in English schools titled 'Not Yet Good Enough', including:

“Most pupils understood the dangers to health of tobacco and illegal drugs but were less aware of the physical and social damage associated with alcohol misuse, including personal safety”

“Eighteen per cent of panelists had not learnt about drugs, alcohol and tobacco until aged 14 although 95% had by the time they left school. This may be too late for some pupils because few wait until they are 18 to begin drinking and by the time they reach 15, more than eight in 10 have already tried alcohol”

“...too little emphasis on resisting peer-pressure in relation to drugs, alcohol, and sexual consent”

Ofsted (2013)

Educational settings following this locally developed guidance will be well-placed and ready for any developments in the national status of PSHE and drug, alcohol and tobacco education within it.

1.3 LOCAL NEEDS

The recent Joint Strategic Needs Assessment (2013) for Brighton & Hove identifies alcohol, tobacco and substance misuse as high impact social issues. It also identifies the 'strong curriculum programme for drugs and alcohol' as a particular strength of the local approach to reducing harm caused to young people. Building on this is identified as a recommended future priority through 'support(ing) primary, secondary and special schools to deliver a quality programme of drug and alcohol education...'. Therefore the further improvement of DATE is a key local priority.

Locally, the city has relatively high levels of smoking and alcohol use among young people as reported in the annual Safe and Wellbeing at School Survey (SAWSS), and is further reported in official Public Health England local alcohol profiles. While some of these figures are positively showing downward trends, the data still highlights the importance of an effective system of support for children and young people including universal provision of DATE in schools.

The SAWSS data tells us that since 2011 the percentage of children aged 11-16 who are regular or occasional smokers has decreased from 11% to 8% in 2015. However when only looking at pupils aged 14-16, 17% of this age group were regular or occasional smokers in 2015 (a decrease from 23% in 2011). In addition to older pupils, for the 14-16 age group, girls are also more likely to have smoked, as are lesbian, gay and bisexual pupils (but not those unsure of their sexual orientation); those who do not always identify with the gender they were assigned at birth (but not those who do not); young carers; those who receive extra help; those who have been bullied and those who have bullied someone else; those who say they are not happy; those who have truanted or been excluded; and those who have tried alcohol, drugs or had sex. There was little difference by ethnic group.

In addition to SAWSS, the 2014/15 What About YOUth national survey told us that 15% of 15 year olds in Brighton & Hove currently smoke, a rate which is significantly higher than those of the South East and England (8% and 9% respectively), and is the highest local authority rate in England.

The SAWSS data also tells us that the percentage of 11-14 year olds who have never tried an alcoholic drink has increased from 40% in 2010 to 74% in 2015. For 14-16 year olds, 15% had never tried an alcoholic drink in 2010, compared to 27% in 2015. In 2015, of those who have tried alcohol, 36% of 11-14 year olds, and 57% of 14-16 year olds had drunk alcohol in the last four weeks. Furthermore of these 14-16 year olds who

have drunk in the last four weeks, 61% have been drunk at least once in the last four weeks, and 19% reported 'drinking to get drunk' every time they drink.

Prevalence of substance use in Brighton & Hove was recognised by members of the Youth Council in a consultation in December 2016 with one young person commenting:

Living in Brighton & Hove we almost take it as 'daily life'. It shouldn't be a rite of passage.

Adults working within educational settings, youth services and health have also commented on the seeming normalisation of alcohol and cannabis use within some groups of young people and some groups of adults including some parents and carers. This guidance seeks to support educational settings to provide an evidence and needs based programme of DATE to support pupils and students in making these safe and informed choices, as well as responding appropriately to drug related incidents.

2 PRINCIPLES OF EFFECTIVE DRUG, ALCOHOL AND TOBACCO EDUCATION

Effective, high quality drug, alcohol and tobacco education:

- Is underpinned by a whole setting approach including how to support those who are affected by their own drug and alcohol use or that of family members
- Focuses on the development of social skills (such as assertiveness) and other skills (such as managing risk and getting help) that children and young people need to keep themselves healthy and safe now and in the future
- Is informed by research, data and normative approaches
- Is a partnership between home and setting, school or college
- Starts early, is relevant, needs based and revisited continually as experience, understanding and needs change
- Ensures children and young people's views are actively sought to inform, develop and evaluate the curriculum
- Has sufficient curriculum time to cover the breadth of issues in drug, alcohol and tobacco education and makes links with and to teaching and learning about other issues including relationship and sex education and mental health
- Uses active learning methods within a safe, learning environment and is rigorously planned, assessed and evaluated
- Is inclusive of difference for example includes discussion of different religious beliefs on alcohol use
- Is taught by professionals who are trained, skillful and know their pupils and students well, but also recognises teachers don't need to be drugs 'experts' to teach the subject
- Strengthens protective factors and minimises risk factors
- Teaches pupils and students about the law
- Teaches pupils and students about their rights to confidentiality inside and outside of the setting and signposts to services.

3 DRUG, ALCOHOL AND TOBACCO EDUCATION IN THE LAW AND IN THE GUIDANCE

This is a summary of guidance and law relevant to drug, alcohol and tobacco education and dealing with drug, alcohol and tobacco related incidents.

ALL REGISTERED EARLY YEARS PROVIDERS		
http://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf		
<p>All Early Years providers must adhere to this framework. It includes specific requirements relating to the safety and wellbeing of children from birth to five years. There is also curriculum guidance in respect of children's health, personal, social and emotional development.</p>		
ALL STATE-FUNDED SCHOOLS		
Link to relevant statutory and other guidance	MAINTAINED SCHOOLS	ACADEMIES AND FREE SCHOOLS
Whole school Maintained & Academies	<p>Schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. The curriculum must:</p> <ul style="list-style-type: none"> • promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and • prepare pupils at the school for the opportunities, responsibilities and experiences of later life. 	
Wellbeing	<p>Under Section 11 of the Children's Act of 2004, Governing bodies of maintained schools and FE colleges need to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the wellbeing of children</p>	
National Curriculum	<p>The statutory Science National Curriculum includes references to drug, alcohol and tobacco education for example: Year 6: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function KS3: the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.</p>	<p>Academies are not obliged to follow the national curriculum however there are some requirements placed on them as part of their funding agreement. The current model funding agreement requires academies to include science in their curriculum; however there is no requirement that this should include drug, alcohol and tobacco education.</p>
PSHE	<p>The DfE states that personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.</p>	
Drug Advice for	<p>DfE and ACPO Drug Advice for schools has been used to inform</p>	

Schools	Part 2 of this guidance.
Safeguarding	Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).

4 SAFEGUARDING AND CONFIDENTIALITY IN DATE

4.1 GROUND RULES AND CONFIDENTIALITY

Effective drug and alcohol education needs to take place in a safe learning environment as discussed in more detail in section 6.1. Ground rules are key to supporting a safe, learning environment and provide an opportunity to explore with pupils and students what confidentiality means and to support learning about when and how to disclose personal information.

The classroom is never a confidential place to talk, and that remains true in drug, alcohol and tobacco education. School and college staff cannot and should not promise total confidentiality. Pupils and students must be reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules or a working agreement. Younger pupils can be supported to use scripts such as ‘Someone I know...’ ‘My friend...’ so that they can share information safely.

In planning lessons, teachers will avoid activities that encourage personal disclosure related to behaviours or experiences in order to support keeping pupils and students safe.

Confidentiality as part of a working agreement or ground rules in a DATE lesson will therefore mean:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they do not want to, this could include a ‘right to pass’
- if personal information is disclosed then class members should do their best to ensure that this stays confidential to the group (unless there are safeguarding concerns)
- everyone taking responsibility for what they say and share (children and young people will need guidance on this issue)
- avoiding using names
- adults in the classroom being bound by the same rules, except where a child discloses something that the adult is obliged to report under safeguarding responsibilities and being clear what this means.

Children and young people should be informed of age appropriate sources of confidential help such as the school nurse (in a one-to-one setting), local services such as ru-ok? and national services such as ChildLine and FRANK.

Any visitor to the classroom is bound by the settings' policy on confidentiality, regardless of whether they or their organisation have a different policy. It is vital to make sure all visitors are aware of this. Pupils and students should be reminded of limitations to confidentiality as part of any session provided by external visitors in school and made aware of where to access further support after the lesson if they need it. For more information on visitors to DATE please go to [section X](#).

4.2 CONFIDENTIALITY AND DISCLOSURES OF SUBSTANCE USE WITHIN DATE LESSONS

Even with ground rules in place and reminders about the limits of adult confidentiality, drug, alcohol and tobacco education can give rise to disclosures from children and young people about themselves or friends and family. A statement on confidentiality should be included within every school's PSHE and or Drug, Alcohol and Tobacco Education Policy, or reference made to the school's general statement on confidentiality. This statement should help to clarify what happens following a disclosure.

For general guidance, the duty of confidentiality owed to a pupil or student is the same as that owed to any person, but school staff are not in a position to offer children and young people wholly unconditional confidentiality. However, the confidentiality of a pastoral discussion must be respected, as far as possible, unless there are strong reasons, such as serious risk to the pupil's or student's health or welfare, not do so, as informed by the setting's safeguarding policy. Pupils and students should be reassured that, if confidentiality has to be broken, they will be informed first and then supported as appropriate. Parents and carers should also be made aware of the school's stance on confidentiality.

Secondary School and College settings need to be clear with students about the consequences of being under the influence of or possessing drugs or alcohol on site whilst also informing students that if they seek support, advice, harm reduction information, referrals to substance misuse services etc., from support services on site, that they will not face any disciplinary action for that. Parents and carers do not have to be told about pupil and student disclosures, but settings will make decisions about this in the best interests of the child or young person.

Part 2 of this guidance provides further information on supporting vulnerable pupils and students.

4.3 KNOWING YOUR PUPILS AND STUDENTS

For some pupils and students and in particular for those where parents, carers or other family members misuse substances; drug, alcohol and tobacco education will present challenges and may cause them to feel anxious or distressed.

Where school or college staff are aware that the lesson content may increase pupil or student anxiety it is suggested that the staff talk with these pupils or students prior to the lesson and explain the learning planned and offer a 'right to pass' for all or some of the lesson. In some cases it may be appropriate for these pupils or students to receive some 1:1 support or input from the school nurse, youth worker or other service. Please

see the appendices in section 2 of the guidance for support provided in Brighton & Hove.

School and college staff may not always be aware of the past experiences of the pupils and students in their classes and so should give thought to how to introduce the lesson, be prepared to manage any disclosures and take note of any pupil or student who behaves differently or becomes withdrawn. Teachers can reflect prior to delivery on whether the lesson or learning will be safe for the most vulnerable child or young person in the class.

In primary schools care will need to be taken with how the health risks of smoking and alcohol are presented to pupils who may have adults at home who smoke or drink. It can be helpful to mention that sometimes grown-ups make choices, like smoking that might not be healthy for them. This can be used to contextualise the lesson as an opportunity to help us to make healthy choices in the future. Pupils should be reminded of question or worry boxes that they can use to report any concerns or who they can talk to if they are worried. We can also remind pupils that there are services to support adults who want to give up smoking for example.

As part of all drug, alcohol and tobacco education pupils and students will be reminded of where they can go for help if the lesson has triggered a concern.

As well as knowing our pupils and students it is important to be aware of our own attitudes to drugs, alcohol and tobacco and to ensure that in class these reflect school policy and or the core messages in Appendices 2 and 3.

4.4 Alcohol at social events

It is up to education settings to decide on their policy related to alcohol at events and social occasions, however it is highly recommended that discussions take place with Parent Teacher Associations and Senior Leaders about the place of alcohol in school or college events where children and young people are present.

The presence of alcohol at events such as Cheese and Wine or Summer Fair may exclude some groups of parents and carers including those from faith backgrounds where alcohol is prohibited or those in recovery from alcohol related problems. For children whose parents and carers have issues with substance misuse the presence of alcohol is likely to also cause anxiety.

Schools and colleges could additionally reflect on the implicit and explicit messages being given about alcohol and its use to children and young people when for example, providing alcohol during school performances or as prizes in raffles.

Alcohol free sites or not having alcohol when children and young people are present would therefore be beneficial in reinforcing the message that alcohol does not support learning and would begin to challenge the prevalence and social acceptability of alcohol use in some parts of our society. This would then be of positive support to the messages of the drug, alcohol and tobacco education programme.

5 DRUG, ALCOHOL AND TOBACCO EDUCATION POLICIES AND WORKING WITH GOVERNORS

5.1 GOVERNMENT ADVICE

The most up to date government advice on drugs in schools was released in 2012 and co-authored by DfE and the Association of Chief Police Officers (ACPO). While this only covers dealing with drug related incidents in schools, it reiterates the contribution of drug education and prevention programmes in supporting the statutory duty for schools to promote the health and wellbeing of pupils. It is worth noting this advice document relates to all schools, regardless of academy status. The key points from the guidance highlight:

- “Pupils affected by their own or other's drug misuse should have early access to support through the school and other local services;
- Schools are strongly advised to have a written drugs policy to act as a central reference point for all school staff;
- It is helpful for a senior member of staff to have responsibility for this policy and for liaising with the local police and support services.”

Department for Education & ACPO ([2012](#))

In order to best meet the needs of pupils and the wider school community, schools are recommended to:

- “Develop a drugs policy which sets out their role in relation to all drug matters – this includes the content and organisation of drug education, and the management of drugs and medicines within school boundaries and on school trips
- Have a designated, senior member of staff with responsibility for the drug policy and all drug issues within the school
- Develop drug policies in consultation with the whole school community including pupils, parents and carers, staff, governors and partner agencies
- Establish relationships with local children and young people’s services, health services and voluntary sector organisations to ensure support is available to pupils affected by drug misuse (including parental drug or alcohol problems)”

Department for Education & ACPO ([2012](#))

5.2 BRIGHTON & HOVE POLICY ADVICE

Brighton & Hove City Council has developed an overarching PSHE Exemplar Policy which can be adapted to reflect policy and practice in any setting and covers drug, alcohol and tobacco education.

Settings may wish to develop a separate, more detailed drug and alcohol education policy and the Mentor UK Policy Toolkit could be used to support this. Mentor UK recommends that a drug and alcohol policy:

- clarifies the legal requirements and responsibilities of the school;
- safeguards the health and safety of pupils and others who use
- the school;

- clarifies the school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community;
- gives guidance on developing, implementing and monitoring the drug education programme;
- enables staff to manage drugs, alcohol and tobacco on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved;
- clarifies the support available to pupils and students whose own drug or alcohol use, or that of a family member, is causing concern, including screening and referral or signposting to external agencies;
- ensures that the approach to drug education, incidents involving drugs, and pastoral support are all consistent with the values and ethos of the school;
- provides a basis for evaluating the effectiveness of the school drug education programme and the management of incidents involving illegal and other unauthorised drugs.

Whichever framework or exemplar is used consultation on the development or review of the policy is crucial.

5.3 CONSULTATION

Advice from national organisations including the DfE, Mentor UK and PSHE Association highlight the importance of wide consultation in developing PSHE and other policies – including staff, pupils, students, parents, carers, governors and local services. This helps ensure the policy represents the needs of those it seeks to serve, as well as securing wide ownership of it. In practice, a useful way to undertake this is to develop a working group. In some settings this may in part become the responsibility of an already existing group which looks at health and wellbeing, or it may prompt a new group to be formed. Indeed, in smaller primary schools with small staff teams it may be that this process can be undertaken as part of a wider staff meeting. As well as a member of the senior leadership team, it is recommended that this group has representation from:

- Pastoral / Inclusion / Behaviour / Safeguarding Lead (with responsibility for dealing with drug, alcohol and tobacco related issues)
- PSHE coordinator
- Teacher responsible for pastoral support or behavior
- A governor with responsibility for this area
- Parent and carer representative(s)
- Pupil or student representative(s) or links to pupil or student forums or councils

Mentor UK (2012)

The policy should be reviewed at least every three years.

5.4 ROLE OF THE GOVERNING BODY

The governing body will want to recognise that effective drug, alcohol and tobacco education contributes to:

- The school's statutory duty to promote wellbeing and safeguard children and young people
- Spiritual, moral, social and cultural development
- Personal development, behaviour and welfare

Governors therefore have a part to play in supporting policy review and development and in reflecting on data related to exclusions for drug and alcohol related incidents in secondary and college settings.

A PowerPoint presentation aimed at governors has been developed by Mentor-Adepis ([2013](#)).

6 THE PLANNING AND DELIVERY OF EFFECTIVE DATE

6.1 SAFE LEARNING ENVIRONMENTS FOR THE DELIVERY OF DATE

Creating a positive climate for delivery of PSHE and DATE should be considered crucial to its success. We know that when done in a supportive and well planned manner, pupils and students rate their DATE highly:

“Pupils consistently reported how they enjoyed the freedom to express ideas and explore key issues as a group. They felt this wasn't offered elsewhere in the school curriculum.”

Mentor UK & Brighton and Hove City Council (2016)

With this in mind, producing an agreed set of ground rules with pupils and students at the start of each programme of study should be considered essential practice. This will support the freedom of expression pupils and students have told us they appreciate, while also maintaining a safe and supportive environment for these discussions to take place as described in section 5.1. In the December 2016 consultation with the Youth Council one young person highly valued DATE because of its role in:

Creating an important safe space for young people to discuss drug and alcohol use.

Distancing techniques and the use of scenarios, photos, film or role play support the development of understanding and skills, but without any focus on an individual in the class. Distancing techniques depersonalise the situations under discussion. Being in a role, empathising with a character, speaking or writing in response to the actions of others (real or imaginary) allows pupils to explore their feelings about drugs, alcohol and tobacco safely, because they are not speaking or acting as themselves. Further advice on creating safe learning environments and ground rules can be found in section 8.1 and Appendix 5 of Brighton & Hove City Council's [Relationships and sex education guidance for educational settings](#).

6.2 CONTENT

The content of any programme of alcohol and drug education should seek to meet the needs of pupils and students in terms of their knowledge, skills and attitudes. The Brighton & Hove PSHE Education Programme of Study and relevant Curriculum Frameworks should be referred to for guidance on what could be delivered and when. However, it is recognised that the needs of pupils and students in each school or even in each class will be different, and lessons delivered should reflect this. Use of local Safe and Well School Survey (SAWSS) data is essential in this process, as well as responding to patterns in behaviour incidents, drug related incidents, or local knowledge derived from pupils, students, parents and the wider school community.

Intelligence from services such as ru-ok? or the police enable schools to focus on substances that pupils and students are most likely to come across rather than covering all substances in what is often a short amount of curriculum time. Settings can access this information via communications with those visiting and supporting settings including ru-ok?, youth workers and the Public Health Schools Programme or can email pshe@brighton-hove.gov.uk for advice.

To further support planning, Mentor-ADEPIS have produced a set of [Quality Standards for DATE](#) which are based on a set of academically evaluated European standards for drug prevention. These highlight how the key components of an effective programme should demonstrate:

- Clear and relevant learning objectives and learning outcomes are set and assessed
- Learning is interactive
- Positive social norms are reinforced (see section 4.4)
- Resources are appropriate for their audience, providing accurate and relevant information
- Clear strategies are in place to ensure a safe classroom environment
- Approaches are evaluated for effectiveness

Mentor-ADEPIS (2014)

When designing the content of your DATE programme, these components should be considered to ensure best practice is demonstrated in your school.

A DATE programme should develop pupil or student knowledge, skills and attitudes. **Section X** provides further information on the importance of a 'life-skills' approach to meeting these needs in terms of the skills pupils and students need to negotiate risky situations. The content of a school's programme in terms of drugs covered, should also be flexible enough to respond to any trends identified within the school via SAWSS or other local intelligence. As a broad outline, the following content would be expected at each key stage:

Key Stage	Suggested Content	Science National Curriculum (2015) (statutory)
Early Years Foundation Stage	Being healthy Keeping safe	Early Learning Goal: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
1	Medicines, school rules	
2	Alcohol, tobacco, drug laws	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Year 6)
3	Cannabis, energy drinks, drugs and their categories (stimulant, hallucinogen, depressant), risk	the effects of recreational drugs (including substance misuse) on behaviour, health and life processes (KS3)
4	NPS, drugs and their categories (stimulant, hallucinogen, depressant risk, laws) risk and	

Where possible and at all key stages links should be identified and explored with other topic areas of PSHE. For example, strong links can be made between alcohol use and relationships and sex education, the links between drug use and wider risk taking behaviours, and also links between drug use, self-esteem and mental health.

6.3 Special educational needs and disabilities

Children and young people with special educational needs and disabilities (SEND) may need additional support in understanding what sorts of behaviour are and are not acceptable and desirable, in resisting peer group pressure and in developing the confidence and skills to resist drugs and the curriculum content should reflect this need. This support could be provided through pre-teaching, speech and language services, additional input from the school nurse for example and teacher differentiation.

Some pupils and students with SEND may be particular vulnerable to persuasion and will need extra support to develop skills to say no and be assertive.

The Department for Education has [statutory guidance](#) about the support that pupils and students with medical conditions should receive at school. As part of support provided under this guidance settings will want to support all pupils and students to understand the role some medicines play in enabling people to remain well (asthma and diabetes for example) and participate fully in school.

For older students taking regular medication, schools will need to provide information and opportunities for them to understand the possible misuse of prescription drugs as well as that of recreational drugs and the dangers of mixing any drugs and alcohol.

6.4 Inclusive practice

Drug, alcohol and tobacco education, in line with all PSHE and citizenship, needs to reflect the range of social and cultural backgrounds within the school community and throughout Britain. Teaching resources should use have images and scenarios which reflect the diversity in the community and teachers should have developed strategies, such as the application of ground rules, to challenge prejudice and stereotypes. An understanding of the different values around drugs and alcohol of faith and cultural communities is important, as well as well as opportunities to challenge stereotypes related to some groups and drug and alcohol use. Further guidance on Alcohol and Drug Education in Multi-Cultural Settings has been written by Mentor-Adepis (2014).

Regardless of a family's cultural or religious background, children and young people living in Britain will come across alcohol and drugs. The use of alcohol and drugs may be perceived differently by young people to their own family's cultural values. However, all young people are at some risk from harm associated with their own or other people's alcohol or drug use.

In Brighton & Hove some groups of young people, are shown in the Safe and Well School survey to be engaging in riskier behaviours. Settings should consider how to particularly target and support these groups and ensure equal access to services.

6.5 RESOURCES

Using effective resources in the classroom is essential for the successful engagement of pupils and students and the development of their skills. A range of resources have been developed by local teachers and shared on the [Pier2Peer](#) website for others to adapt to suit their own needs. The PSHE Association runs a quality assurance scheme for resources produced by organisations for use in PSHE, and this should also be considered a good starting point for teachers looking for DATE resources.

Some research has shown that resources that aim to shock pupils and students (such as graphic pictures of diseased lungs) as a means of dissuading children and young people from substance misuse do not have the intended impact particularly if used as a 'one off intervention'. Evidence has shown that 'scare tactic' approaches may contain information which is biased, exaggerated or even fabricated and these approaches rarely provide children and young people with the skills they need to keep themselves safe.

When looking to devise classroom resources, it should be remembered that lesson content should be led by the needs of pupils and students and not necessarily by the resource being used. When teachers are using resources obtained from elsewhere, a key consideration should be how such resources meet the needs of pupils and students and how they can be adapted to better do so. Some questions to ask about the relevance of a resource could be:

- Will this resource engage pupils and students in the content of the topic?
- Is this resource interactive?
- Does the resource meet the needs of the pupils and students, if not how can it be adapted?
- Does the resource seek to develop pupil and student skills as well as their knowledge and understanding?
- Are there opportunities to discuss attitudes and values?
- Does the resource use references to current and wider life experiences which are relevant to pupils' and students' lives and represent the diversity of our school community?
- If I am using a resource with 'shock value' am I sure that it will have the intended educational impact? How will I evaluate this?

6.6 CONSULTING PUPILS AND STUDENTS

All schools should ensure that pupils are included in planning their drug and alcohol education programme and thought given to ways of evaluating taught units with pupils. In a Youth Council consultation in December 2016 one young person asked that the Council:

Recommend[s] to schools that young people are involved in session planning.

Consultation with pupils can take a variety of forms, all with differing validity and application in PSHE. Effective consultation in PSHE should ask pupils what topics are important to them (not what they think teachers want to hear) and what approaches they engage with the most in the classroom.

Pupils and students can be consulted in a number of ways, but this should be a representative process which takes account of the views of all pupils – not just those engaged with activities like school councils. Effective methods of conducting this include ‘diamond 9’ activities, focus groups, and pupil surveys on methods of delivery and lesson content. Examples of how to do this are [on Pier2Peer](#) and using a combination of methods will help increase the validity of the feedback obtained.

Best practice also suggests that feeding back the results of consultations to pupils and students will help them value this approach, and support further engagement as they can see what actions and decisions have been made in response to their views.

6.7 CONSULTING AND INVOLVING PARENTS

The PSHE Association has suggested the vast majority of parents are in support of PSHE delivery, and recognise its importance in the school curriculum. As with relationships and sex education, any questions from parents and should be viewed as opportunities to engage with them in a positive way. In line with the social norms approach outlined in [section X](#), this is also an opportunity to stress the fact most young people do not engage in risky behaviours including alcohol and drug use, and a programme of DATE is there to reinforce this and equip pupils and students with the necessary skills.

Schools should make every effort to involve and inform parents and carers of the DATE curriculum as part of wider PSHE education curriculum and where and when appropriate provide support to parents and carers in supporting their children and young people.

These are some of the ways best practice schools involve parents and carers in a whole school approach to drugs, alcohol and tobacco:

- Consult them on DATE or PSHE Policy review and development as described in [section X](#)
- Inform parents and carers of what is being taught in PSHE education through the sharing of curriculum maps on the school website, newsletters or through parent workshops
- Invite parents and carers to assemblies or events when DATE is a focus
- Deliver workshops for parents and carers on talking with their children and young people about drugs and alcohol or signpost to websites that support this
- Signpost parents and carers to places they can get support for their own tobacco, drug or alcohol use (in conjunction with the Public Health Schools Programme) as well as places for support for young people.

The Mentor-Adepis website signposts to a range of [prevention resources](#) for parents and carers.

6.8 STAFF TRAINING AND SUPPORT

Having well trained and informed staff teams is essential for the delivery of a whole school approach to DATE. Alongside other topics such as RSE and e-safety, PSHE teachers should be supported to access specific CPD opportunities to support them in the classroom. Staff training and confidence is a common area of improvement for

schools around PSHE topics, as identified by Ofsted ([2013](#)), the Commons Education Select Committee ([2015](#)) and the PSHE Association ([2014](#)). Against this, we should remember that teachers do not have to be ‘experts’ in alcohol and drugs to deliver effective DATE – instead, their expertise in knowing the needs of pupils and responding with relevant teaching styles and activities is key to its success (Mentor-ADEPIS, [2015](#)).

For those co-ordinating PSHE within a school, it is recommended that a training needs analysis is conducted to identify strengths opportunities for development across the whole team. Mentor UK’s report into local provision of DATE noted that pupils were able to pick up when a teacher had a lack of knowledge or confidence in delivering the subject, and were conversely more able to engage in lessons with a confident, honest teacher. The same report highlighted local need identified by teachers themselves, with 85% of respondents welcoming additional support, and only 56% reporting they had received any CPD around DATE.

Locally available training opportunities can be accessed via the Brighton & Hove Standards and Achievement Team. Regular PSHE Network and Consortium Meetings are a good opportunity to share good practice and resources across the area. Wider opportunities can be accessed via organisations including Mentor-ADEPIS and the PSHE Association.

Pastoral staff teams should also be supported to access their own CPD opportunities around the identification, support and onward referral of pupils and students who require further input. Staff should seek to build and maintain links with support services including School Nurses, Brighton & Hove Youth Service and ru-ok? Schools should have a named member of staff for liaison with drug related incidents in line with an up to date policy on handling these incidents, including supporting pupils and parents as part of a holistic response. This member of staff should ideally have received training in identification and screening of those vulnerable to substance use in order to identify the most appropriate support to offer.

All school staff and potentially governors require some training to support basic awareness of drugs (including alcohol), emergency aid procedures, actions in the event of a drug related incident, and an understanding of confidentiality and disclosure within school safeguarding policies. Pastoral staff would also benefit from opportunities to understand the support needs of children and young people from homes where there is substance misuse.

6.9 MONITORING AND EVALUATION OF DATE

Educational settings need to be thorough in their monitoring and evaluation of drug and alcohol education, within PSHE. Monitoring is an ongoing process that ensures that the scheme of work is being effectively delivered. Evaluation is the process that identifies how worthwhile the programme is.

The role of the PSHE coordinator is essential and requires non-contact time to be available to ensure these processes are carried out, together with opportunities to meet with colleagues to ensure effective monitoring and evaluation. Questions that can be asked about how the programme is monitored and evaluated include:

- Does the monitoring strategy include a check that the planned programme has been delivered by all teachers involved?

- Are there lesson observations to judge the quality of teaching?
- Is there scrutiny of pupil and student work?
- Is the PSHE programme evaluated and reviewed annually?
- Does the evaluation and development of the DATE curriculum involve pupils and students?

6.10 ASSESSMENT AND REPORTING TO PARENTS AND CARERS

Each setting should have a process in place to monitor pupil progress and achievement in PSHE education, including drug and alcohol education as part of this. This should be planned as an integral element of teaching and learning, and be active and participatory.

Examples of assessment opportunities include:

- Preparation and development of a talk, presentation or personal website
- Demonstrating skills through participation in a role play or simulation or through self-assessment
- Devise a quiz, board game, or produce resources for younger pupils
- Participation in an event or project or school council, use diary, photography or video to record involvement.

The inclusion of regular self-assessment, both individually and with peers, is also important for pupils to make sense of experiences, to identify what went well and what could have been improved and to thus inform target setting.

Reporting to parents and carers will ideally include PSHE education, including drug and alcohol education within this.

7 THE PLANNING AND DELIVERY OF EFFECTIVE DATE INCLUDING EVIDENCE BASED PRACTICE

7.1 RECOMMENDED DELIVERY MODELS INCLUDING CURRICULUM TIME

Decisions about how the PSHE curriculum is organised is ultimately for schools to decide. There are various pressures which currently exist in relation to the place of PSHE in the school curriculum. This means a variety of delivery models exist, not just in Brighton & Hove, but also nationally. In secondary schools this can vary from regular timetabled sessions for PSHE, through to delivery via tutor time, or delivery via drop-down days where pupils and students are taken off timetable for a day to cover a specific topic. In Brighton & Hove we agree with the recommendation from the PSHE Association:

“We believe PSHE education should be treated in the same way as any other subject, and should be consistent with the timetabling in individual schools. As a very rough guide, we suggest one hour per week of discrete PSHE education in key stages 1 to 4, as part of a whole school approach with opportunities to enhance the learning through other subjects and events”

PSHE Association (2016)

Mentor UK's report on local provision in Brighton and Hove (2016) stressed how students appreciate the flexibility offered by regular discrete sessions devoted to the subject, and subsequently rate them highly in terms of engagement and enjoyment. Furthermore, Ofsted also highlight the benefits of planned sessions and the limitations to learning offered when delivery is solely through drop-days (2013). In addition to this, the PSHE Association has produced a set of case studies which highlight the links between outstanding PSHE delivery and achieving outstanding Ofsted inspections (2015). This further highlights the importance of effective PSHE and DATE in supporting the academic and personal development of pupils.

Working towards regular timetabled provision of PSHE and therefore DATE also enables schools to maintain a more stable team of specialist trained teachers delivering the subject. This has a positive impact on the confidence and ability of staff to deliver effective lessons and obtain meaningful assessment. Indeed, recent research from the University of Hertfordshire and PSHE Association (2016) has further demonstrated a positive correlation between high quality PSHE and positive peer relationships. Schools should therefore be aware of the limitations of tutor time delivery which can include all teachers accessing appropriate CPD, less control over what is delivered in class, and wider influence of other pastoral responsibilities of the tutor role.

Limitations of delivery solely via drop-days include less opportunity for assessment of learning, staff and pupils and students treating them as a 'day off', and potentially raising questions about specific issues which cannot be answered. In this respect, there is a risk of 'some DATE doing more harm than no DATE'. There is also the issue for those pupils and students who may be absent and then miss all the input on DATE for that year, and perhaps only receive incoherent pieces of information from peers.

7.2 A needs led programme

Ensuring the DATE programme meets the needs of pupils and students is a key consideration, both in primary and secondary schools. It should be remembered however that this doesn't necessarily mean lengthy surveys and analysis:

“Day-to-day observation and knowledge of pupils' circumstances, backgrounds and values should be the starting point for an efficient needs assessment and an effective alcohol and drug education programme”

Mentor-ADEPIS (2014)

Having a well-supported team of PSHE teachers meeting regularly is therefore key in ensuring this knowledge is shared amongst the school and used to inform planning and delivery. On top of this, the Safe and Well School Survey (SAWSS) provides useful data to inform secondary school curriculum development. National data can be obtained from the 'Smoking, Drinking and Drug Use Among Young People in England' survey which is run annually and published each summer by the Health and Social Care Information Centre (HSCIC).

Draw and write activities are particularly useful in assessing where pupils and students are at, especially in primary schools. You can find examples of these on www.pier2peer.org.uk. The open ended questions which are a key component of this technique helps overcome some restrictions of more structured surveys, while also overcoming difficulties in comprehension which may exist for younger pupils. It should be noted that pupils and students can inadvertently disclose information about their home lives which may require further action. If this does occur, local safeguarding procedures should be followed.

At secondary level, in addition to the SAWSS it can also be helpful to use more informal methods to appreciate the differences which may exist both within and between year groups. Graffiti walls, body maps and diamond 9 activities can be used as starter activities to assess the extent of knowledge students already have at the start of a programme, as well as what they may have gained by the end too.

7.3 A PROTECTIVE BEHAVIOURS APPROACH – nursery and primary schools

Using a protective behaviours approach to DATE programmes particularly in nursery and primary school settings, enables pupils to learn skills to keep themselves safe and to ensure they can get help if they need it. This approach would provide opportunities for pupils to reflect on situations and scenarios where they might feel unsafe and experience early warning signs and to practice using the Stop, Think, Go technique to plan what to do next.

For younger pupils this approach might include scenarios where they find some pills or a syringe in the park and then participate in activities to understand what is risky about this situation and think up actions would help them to keep safe.

For older key stage 2 pupils this might include coping with how they feel about passing street drinkers when they are out and about independently.

Support for the development of protective behaviours approaches in the curriculum can be accessed by emailing pshe@brighton-hove.gov.uk and for training to support whole school approaches to protective behaviours please contact Brighton & Hove Charity [Safety Net](#).

7.4 Developing a ‘life-skills’ approach

Responding to the needs of employers and a modern employment market has seen increased focus from central government on the concept of ‘life-skills’ (House of Lords, [2016](#)) and the role PSHE topics can play in their development. This approach is also being applied and promoted to health education topics including DATE (Mentor UK, [2016](#)), RSE (Brook, [2015](#)), and also through reports looking into parental views on PSHE (PSHE Association, [2015](#)):

“Life skills help children, youth and adults to assess risky situations and behaviours and make rational choices in front of everyday challenges”

(Mentor UK, [2016](#))

Adopting a DATE programme which seeks to address life skills as measurable outcomes can therefore contribute to moving it from something which is knowledge based to one which is skill based – thus making it more relevant to the real life situations children and young people are likely to find themselves in. In particular, this will ensure that children and young people have a greater awareness of how to keep themselves and others safe, the skills to assess and manage risk and the ability to seek help and support if they or others need it.

In Brighton & Hove we have developed a PSHE skills framework to support this approach and encourage all lessons to have a skill development element that can be practiced, revisited and assessed.

7.5 HARM REDUCTION (OFTEN REFERRED TO AS HARM MINIMISATION)

‘Harm reduction’ is an approach recognised as useful for those who are smoking (NICE, [2013](#)), drinking alcohol (Alcohol Concern, [2010](#)) or using NPS or other drugs at risky levels (Public Health England, [2014](#)). The general premise of this approach is an acceptance that some people will choose to use certain substances, whether through informed choices or not, and that for those individuals information on how to use these in less risky ways is therefore beneficial. This can often take the form of reducing the amount someone is using, moving to a safer location, or changing the route of delivery (eg injecting to smoking). It should be noted that this approach would be in addition to continued information and intervention around general risks and the benefits of being drug-free. To put this into context, NICE define this approach in relation to tobacco as:

“...reducing the illnesses and deaths caused by smoking tobacco – among people who smoke and those around them. People who smoke can do this by:

- stopping smoking altogether
- cutting down prior to quitting
- smoking less
- abstaining from smoking temporarily

These changes in behaviour might involve completely or partially substituting the nicotine from smoking with nicotine from less hazardous sources that do not contain tobacco. (Examples include pharmaceutical nicotine and ‘electronic cigarettes’.)”

NICE ([2013](#))

Whilst harm reduction approaches are entirely appropriate for those already using or at risk of using substances, care does need to be taken in how this message is delivered

and conveyed to all pupils and students in a universal setting. Too strong a focus on harm reduction can create misperceptions among them that most young people are drinking alcohol or using drugs. To negate this, these messages need to be delivered where a specific need is identified amongst a group and also in a depersonalised way. For example, messages should not be delivered using personalised language such as 'you can minimise risks by...'. Instead, for example say 'a person could minimize risks by...'. Where harm reduction approaches are deemed necessary, these should be delivered in conjunction with further targeted sessions to develop skills in assessing and negotiating risk for those who are engaging in high risk behaviours.

7.6 SOCIAL NORMS

Practice in PSHE has often been to start from the position of the behaviours we want pupils and students to challenge or avoid – for example unsafe sex, 'binge' drinking, or using strong cannabis strains. Taking this as the basis for a DATE programme means that we can unintentionally reinforce the behaviours we want to avoid, at the expense of those we want pupils and students to adopt, for example being smoke free, delaying sex, refraining from alcohol use until they are an adult and refraining from risky alcohol use. The social norm approach seeks to challenge this unintended effect by focusing on the positive behaviour as part of a whole school approach. This approach should be evident therefore in classroom delivery, communications with parents and carers, posters around school, messages on interactive screens etc. For example, if we use the numbers of young people binge drinking as a method of raising awareness, we can give a false impression that most young people are doing this, prompting pupils to question whether it is something they should be doing to 'fit in'. The social norms approach however, suggests we should focus on the numbers who are alcohol free or not drinking regularly as part of classroom activities. This means we are able to cover alcohol as an issue while promoting the fact that most young people do not drink alcohol regularly or heavily (HSCIC, [2015](#)).

Results from the SAWSS gives us the opportunity to adopt this approach at both school and city wide levels. Further advantages are that the relevance of messages to students can be increased by making them about students in their school, local area or year group. This approach has already been adopted locally in 2016, with resources produced on smoking, alcohol and further resources and support planned. Some of these are presented below as examples of how this can be brought to life. Further information on this approach can be found on the Mentor-ADEPIS website, including case studies and video clips to explain the benefits of this approach.

Only 2 out of 50 young people aged 11-16 years in Brighton & Hove smoke regularly

SAWSS 2016

It seems more because you notice the smell

www.brighton-hove.gov.uk/smokefree

Brighton & Hove City Council

7.7 THE 'LANGUAGE' OF DATE

In addition to the content and style of delivery in universal settings, PSHE staff should also consider the language they adopt when delivering sessions on alcohol or drug use. Addressing a class using personalised terms like 'you' can mean pupils receive this information as something they should be engaging in, whether or not that is the intention. Effectively, this normalises the behaviour of the topic which is being delivered. An example could be 'when you choose to drink alcohol, you should be aware of the risks'. While this isn't directly condoning alcohol use, and rightly accepts that most young people will at some time decide to drink alcohol, the fact the statement refers to 'you' is likely to make a pupil think 'does this mean I am expected to drink alcohol?' Adapting this statement to 'if a young person chooses to drink alcohol, they should be aware of the risks' can depersonalise the subsequent discussion and produce a safer environment for exploring the topic.

Arguably, there is a bigger risk of slipping into this terminology when delivering harm reduction messages to groups (see section 5.4). While this method of delivery certainly has its role within an effective DATE programme, it should be stressed these messages should be delivered only after assessing the specific needs of a group, rather than delivering it 'cold' or in isolation. Indeed, if a group of pupils are demonstrating increased need for harm reduction messages, this would suggest more focused or targeted support is required via youth work or ru-ok? rather than via PSHE.

7.7 The use of visitors in the DATE classroom

First and foremost, educational setting will need to ensure that they have robust policies and processes for supporting the use of visitors to enhance DATE and that these appropriately safeguard children and young people.

Visitors to DATE should enhance rather than replace teacher-led delivery. Visitors are often invited to give 'expert' information about dangers of alcohol and drugs. However, the value of such narrow information-giving is often severely limited, and as soon as exploration and discussion are added, the teacher is usually a better expert.

Young people often ask to hear from ex-users however there is not evidence to show that this method of DATE is effective and it may even serve to normalise drug use.

Mentor-Adepis has produced a guide to *Involving families affected by substance use in alcohol and drug education* ([2014](#)) which makes clear the challenges and potential advantages in involving those affected by substance use in the curriculum. The guidance contains the following key messages:

- If managed with care, families with direct experience of a relative's substance use, and the community services which support them, can make positive contributions to alcohol and drug education sessions and whole school responses to drugs and alcohol.
- Visits from external experts (or 'experts of experience') must be appropriately and collaboratively planned, delivered and followed up with regard to existing good practice and knowledge of 'what works'.
- Teaching methods like shock tactics and scare stories are not effective ways to deliver alcohol and drug education, even if delivered by people who have lived through substance use themselves or in their family.

- External contributors to alcohol and drug education should be approached or selected based on an appropriate assessment of the skills and knowledge they can offer.

Schools additionally need to take care with offers from external organisations to deliver sessions in schools and give out resources and ensure this input support the values and ethos of the school and uses the evidence-based methods described in this guidance. The Mentor-Adepis website offers these words of [caution](#) about an organisation that regularly offers to come into schools in the UK including Brighton & Hove and suggests how important it is to check the accuracy of content and the style of delivery. Any visitor input will need to be planned with the teacher who provides the context and follow-up. Teachers should always be present when classes have visitors and take responsibility for behaviour management.

Visitors should additionally feel confident to say no to any input which they feel does not support their idea of best practice. For example a request to deliver on a sensitive issue to an assembly of one hundred or more students may not support effective learning. Theatre in Education (TIE) can be a powerful learning experience for pupils and students, but can be an expensive option. To maximise impact and learning teachers need to plan carefully in preparation for the visit and how learning is consolidated following the input. All visitor and TIE inputs should be evaluated with the pupils and students.

If you have questions about visitors or TIE programmes please email pshe@brighton-hove.gov.uk .

8. Vulnerable pupils and students

The [Mentor-Adepis](#) website states that

‘Research over the last two decades means there is a very strong idea of the risk and preventative factors that affect behaviour by young people; including drug misuse.

However, if risk factors are lowered and protective factors heightened the evidence suggests fewer young people will have drug problems. It is where these factors are severely out of balance that a young person’s ongoing well-being may be at great risk.

It is worth noting that:

- risk factors work more powerfully in combination
- risks factors cannot by themselves accurately predict which young people will, or might, take drugs; rather, they may indicate the possibility of an early start to any drug use, may herald a worrying pattern of use, and may accompany motives for use that are more related to seeking comfort from distress, than looking for the fun, enjoyment and kicks often sought by a recreational user.’

Protective factors	Risk factors		
	Belonging to a vulnerable group	Social and cultural factors	Interpersonal and individual risk factors
Positive temperament	Looked after children	High levels of neighbourhood poverty	Physiological and psychological factors

Intellectual / academic ability	School non-attenders	High levels of neighbourhood crime	Family dysfunction
Positive and supportive family environment	Mental health problems	Easy drug availability	Behavioural difficulties
Social support system	Drug use by parents carers	Widespread social acceptance of alcohol and drug use	Academic problems
Caring relationship with at least one adult	Abuse within in the family	Lack of knowledge and perception drug-related risks	Association with peers who use drugs and alcohol
In education / employment and training	Homeless		Easy onset of tobacco smoking
	Young offenders		Early onset of alcohol and drug use
	Those being sexually exploited		

Therefore schools can play a role in developing protective factors by:

- helping pupils and students develop supportive and safe relationships
- insisting on regular school attendance
- providing pupils and students with strategies to cope well with academic and social demands at school
- allowing strong and supportive social networks
- encouraging good social skills
- developing self-knowledge and esteem
- building good knowledge of legal and illegal drugs, their effects and their risks
- building good knowledge of general health and how to ensure their good mental health.

Some pupils and students will need targeted support in addition to the universal provision of drug, alcohol and tobacco education through PSHE education. This support is described in part 2 of this guidance.

8 SPECIFIC TOPICS AND ISSUES

This section does not deal with all substances that will be covered as part of DATE, but picks out some key relevant issues. Reliable information about the full range of substances can be found at: <http://www.talktofrank.com/>

Locally Brighton & Hove's young person's substance misuse service ru-ok? produces a monthly newsletter which provides updates on substances that are being used by young people in the service. To sign up for this newsletter please email - ru-ok@brighton-hove.gov.uk

8.1 DRUGS, ALCOHOL, TOBACCO AND THE LAW

The laws on drugs and alcohol are complex. Illegal drugs are divided into different 'classes' by the Misuse of Drugs Act and the punishment for being caught with a substance depends on what class the drug is. Punishments are additionally dependent on whether someone was just in possession of it, or if there was intent to supply it to others.

Educational settings should give clear messages that there will be sanctions for bringing drugs and alcohol onto school site including consequences that could involve the Police and criminal charges. This can be done through PSHE education and additional through school assemblies, tutor time and other opportunities which clarify school rules and values.

Teaching that something is illegal may not prevent a young person in using, but the law and the wider social and future implications and consequences of a drugs conviction should be explored as part of DATE including the impact on freedom to travel and do certain jobs.

Police officers attached to schools can potentially provide support to teachers in understanding the law and in giving clear messages to pupils and students.

The YouGov website provides useful pages related to drugs and alcohol and the law and these can be used to update knowledge on this area of the curriculum:

<https://www.gov.uk/penalties-drug-possession-dealing>

<https://www.gov.uk/alcohol-young-people-law>

8.2 NOVEL PSYCHOACTIVE SUBSTANCES (NPS)

NPS are drugs that are designed to replicate the effects of other illegal substances. People may refer to these drugs as "legal highs", but all psychoactive substances are now either under the control of the Misuse of Drugs Act 1971 or subject to the Psychoactive Substances Act 2016.

The advent of novel psychoactive substances (NPS) has resulted in a range of responses at national and local levels to tackle an incredibly fast moving market. Despite increased media coverage, prevalence of use among young people is still considered to be low. More specifically, we know that nationally only 2.5% of pupils say they have taken NPS (HSCIC, [2015](#)), although this doesn't account for pockets of the country where use may be higher, or for young people with multiple risk factors which increases their likelihood to be using them.

The Psychoactive Substances Act, 2016 made it illegal to supply, produce, distribute and sell these substances. Sellers will face a (maximum) seven years prison sentence; there is currently no personal possession offence, unless personal possession is with intent to supply. The key messages for young people therefore are:

- From 26th May 2016, it is illegal to sell or supply drugs known as so called “legal highs
- Sharing these drugs with your friends means you are putting them at risk and danger;
- The changes in the law mean you could face legal consequences for giving or selling any drugs to anyone.

In delivering lessons about NPS, it should be recognised that expecting students (and therefore teachers) to be aware of all NPS is neither productive nor practicable, particularly when the range of substances on the market changes so drastically. Effectively, as soon as a resource is produced it is also likely to be out of date. This should therefore prompt settings to focus less on the specific substances and more on the skills associated with resisting any pressure to try these substances – regardless of what it is, the skills needed are essentially the same. Additionally students can be reminded of the unpredictability of NPS a ‘brand name’ can be used for a variety of substances and can vary widely. A key message is that similar to other illegal substances there is no way of knowing what is in a packet or the effect it will have on any one individual. Teachers should also highlight the normative message that the vast majority of young people have never tried any NPS.

Mentor UK has produced briefing papers on NPS ([2014](#), [2016](#)) and life-skills education ([2016](#)) to support schools in tackling this issue in an appropriate and effective way. Further information can also be found in the Home Office toolkit on NPS prevention in wider youth settings ([2015](#)), along with some activities which could be delivered in the classroom.

8.3 E-CIGARETTES

The use of electronic cigarettes, or e-cigarettes, has resulted in a range of responses from the public, media and policy makers. This has moved from suspicion of the ‘big tobacco’ companies in producing these products, through to fears on the re-normalising of smoking and encouraging young people to try them, and finally to their use as effective smoking cessation tools. Indeed, it should be noted that Public Health England has recently updated its stance on these products to reflect their potential to reduce the harm caused by smokers who are unsuccessful with traditional smoking cessation techniques and therefore at sustained risk of harm from their smoking (Fenton, [2014](#)). However, research also shows that while tobacco control strategies have been largely successful in reducing the numbers of people smoking, those who continue to smoke are likely to present later for cancer diagnoses, thus inadvertently reducing their chances of recovery.

While the long term effects of e-cigarettes are still unclear, we are starting to gain more knowledge around the awareness and prevalence of use among young people. By age 15, 95% of boys and 90% of girls are aware of e-cigarettes nationally (HSCIC, [2015](#)). By the same age, 22% of pupils have tried them although only 7% claim to be occasional or regular users (HSCIC, [2015](#)). Locally, 19% of pupils in KS4 who claim to have smoked report using e-cigarettes. That equates to 4.5% of all KS4 pupils

(SAWSS, 2015), which is broadly in line with the national picture of relatively low-level use.

When covering e-cigarettes, schools should be aware of the numbers of pupils or students who may have family members who use them as smoking cessation tools, so taking a wholly negative stance towards these products may prove problematic. In the classroom, the topic could be covered by a debate on whether e-cigarettes are beneficial to smokers in reducing harm, or another way for 'big tobacco' companies to make money and introduce people to smoking. Skills in analysing the media could also be developed by comparing how cigarettes were marketed in the post-war period, through to restrictions once the harms were known, through to current marketing of e-cigarette products. Mentor UK has produced briefing papers for schools on e-cigarettes which may be of use when planning activities ([2014](#), [2015](#)).

Part 2 of this guidance deals with policies around the use of e-cigarettes on school sites.

8.4 SEXUAL RISK TAKING AND DRUGS AND ALCOHOL

The relationship between sexual risk taking and drugs and alcohol is well-documented and effective PSHE programmes will explore the relationships between these two. For example, drugs and alcohol are often used as part of grooming and sexual exploitation. Taking a skills based approach to managing risk and keeping safe will be beneficial to both these aspects of PSHE. When students get the opportunity to practice the skills used in one area it is essential that they look at how these can be transferred to other situations, therefore being able to recognise risk and respond appropriately.

'Chemsex' describes the practice of having intentional sex while under the influence of drugs. In particular, this relates to the use of 'party' drugs including mephedrone, GHB, and crystal meth. The practice is increasing in men who have sex with men. While motivations for this practice include perceived heightened pleasure, arousal and loss of inhibitions, it has also been associated with increased risk of unprotected sex and a rise in HIV and STI infections. In this respect, while in terms of the overall population this represents a small proportion, the increased risks are prevalent for the gay community and men who have sex with men. Local anecdotal reports are suggesting this practice is occurring in Brighton and Hove, so while this may not warrant dedicated sessions, it is something which should be raised as part of wider discussions on assessing risk in both DATE and RSE.

8.5 DRUGS, ALCOHOL TOBACCO AND HEALTH AND WELLBEING

Physical health

The short-term and long-term impacts of drug, alcohol and tobacco use on physical health are well-documented and well known. For example regularly drinking too much can cause [liver disease](#), an increased risk of [heart attack](#), weight gain and a number of different [cancers](#). These problems are now occurring at younger ages as alcohol use has increased. These risks will be covered as one aspect of a DATE programme.

Mental and emotional health and wellbeing

All drugs and alcohol will have some affect on the mental health of people who use them. These effects may:

- be pleasant or unpleasant
- be short-lived or longer-lasting
- be similar to those you experience as part of a mental health problem
- go away once the drug has worn off
- continue once the drug has worn off

For some people, taking drugs can lead to long-term mental health conditions and others may use substances to help them cope with mental health issues. Drugs or alcohol may additionally interrupt sleep patterns which can then lead to mental health issues. Research also suggests that the use of more than one substance or 'polydrug use' may be related to mental health problems.

National charity [Mind](#) has the following two messages about drugs and mental health which may be useful for DATE:

- If someone has a history of poor mental health, they maybe more likely to experience negative effects with illegal drugs.
- If someone previously had no mental health problems, they may still develop symptoms of a mental health problem from using these drugs.

8.6 Prescription medications

Primary school DATE will support pupils to understand safe use of prescription and over the counter medications and how for some children and adults medication supports them to participate fully in school and work.

Building on this DATE in key stage 3 and 4 will look at the potential harms of misuse of over the counter medicines such as paracetamol. All drug, alcohol and tobacco education will make clear that possession of certain drugs (such as Xanax) without a prescription is illegal.

If needs assessment in key stage 4 or 5 shows that prescription medications are being swapped, sold and or used then the curriculum will need to address this and the legal, health and other risks.

9 LOCAL AND NATIONAL SOURCES OF FURTHER SUPPORT FOR DATE

Brighton & Hove

Teaching training and consultancy for the development of DATE can be accessed by emailing pshe@brighton-hove.gov.uk

Resources for teaching and learning about DATE can be found in the primary and secondary areas of Pier2Peer www.pier2peer.org.uk / learning / PSHE

Support for children and young people can be found in section 2 of this guidance.

National

PSHE Association: <https://www.pshe-association.org.uk/>

This is the national body for PSHE, and produces regular updates on practice and resources related to the subject. Membership increases access to resources including online training.

Mentor-ADEPIS: <http://mentor-adepis.org/>

This is the leading source of evidence-based information for DATE in schools

Public Health England: <https://www.gov.uk/government/organisations/public-health-england>

This is the government body responsible for alcohol, drug and tobacco information and prevention of harm to the wider population. They provide regular briefings and updates on drugs and alcohol and support local public health teams in the commissioning and delivery of services

Ofsted: <https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-schools#pshe-and-citizenship>

As well as producing PSHE specific reports, Ofsted also has good practice case studies relating to PSHE.

Talk to Frank: <http://www.talktofrank.com/>

This is a government website aimed at improving the knowledge of drugs and alcohol among 11-18 year olds. It has a directory of drug related information and signposts to services offering support

Rise-Above: <http://riseabove.org.uk/>

This is a Public Health England web-based initiative aimed at building resilience among young people aged 11-16

Appendix 1 – Quality assurance of drug, alcohol and tobacco education

1.1 Quality Assurance Tools

Quality Assurance is the process by which drug, alcohol and tobacco education can be assessed against evidenced based criteria within a continuous improvement cycle to ensure that the provision of RSE is of the highest possible standard. Quality assurance is already used across a number of professions, including business and health, in order to improve standards and ensure quality. In schools this is often done through subject reviews and PSHE / RSE should be part of this process.

Settings wishing to audit and review their DATE could do so against the [Quality standards for effective drug and alcohol education](#) developed by Mentor-Adepis.

Brighton & Hove City Council recommends a three-yearly review at the same time as the policy is reviewed.

1.2 Preparing to teach drugs, alcohol and tobacco education (DATE)

A checklist for (primary) teachers developed by PSHE Lead Teacher Sarah Jackson, St Luke's Primary School

	Preparation	Notes ✓
1.	Familiarise yourself with the school's Drug, Alcohol and Tobacco Education or PSHE Education Policy and scheme of work. Remind yourself of the school's safeguarding policy and procedures and who to speak to, if you have any concerns about individual pupils as a result of the lessons.	
2.	Reflect on your own experiences, values and attitudes with regards to drugs, alcohol and tobacco as these could inadvertently affect responses to questions or could give rise to strong and unexpected feelings during the lesson.	
3.	Ensure that parents and carers are informed of the DATE programme planned through usual routes of communication including newsletters and the website.	
4.	Participate in any training available for DATE and check in with your PSHE co-ordinator for any updates on local and national guidance.	
5.	Familiarise yourself with resources being used including film clips and make changes to the lesson plan if needed to support your style of teaching	
6.	Reflect on the learning and other needs of pupils in your class. Are there any children who will need particular support in these lessons?	
7.	DATE can elicit responses from pupils you were not expecting. Ensure you are clear with pupils about the limits of adult confidentiality and include a child -friendly version of this in your class ground-rules.	
8.	Consider questions that could arise in the course of the lesson and develop scripts or responses to these – perhaps with a colleague	
9.	Use distancing language and techniques. For example ask 'What might a child in Year 6 be worried about?' 'Rather than	

	what are you worried about?’	
10.	Avoid sharing or asking for personal information or experiences in these lessons.	
	Supporting pupil readiness to learn in DATE	
11.	Provide pupils with a clear rationale for why they are receiving DATE	
12.	Establish and agree set of class ground rules and explain the limits of adult confidentiality	
13.	Offer different ways to ask and answer questions (thought walls, question boxes, puppets etc)	
14.	Reflect the diversity of the class and community in resources.	
15.	Regular remind pupils where they can go for help and support inside or outside of school if needed.	

Appendix 2 Core messages – primary schools

Brighton & Hove Council in consultation with children and young people and in line with guidance and research has developed a set of core messages to ensure that discussions with young people about drugs and alcohol in primary, secondary and post-16 settings contain consistent messages. School staff should work within their school's PSHE or Drug, Alcohol and Tobacco Policy and when appropriate reinforce these core messages.

1. **Some drugs are legal**

A drug is a chemical which changes how your mind or body works, for example caffeine in tea or cola can make you feel more alert. Some drugs, such as alcohol and nicotine in cigarettes are legal but only for grown-ups over 18, because of the risks involved in using them.

2. **Some drugs are medicines.**

Some medicines, like Calpol, can be brought by grown-ups in shop and others must be prescribed to you by a doctor. Most medicines should be given to you by a grown-up, and it is not safe to take medicines meant for someone else.

3. **Drugs, medicines and other chemicals (cleaning products, glue and paint) need to be stored safely.**

Don't handle these things without asking a grown-up. If you find any of these things in or out of your home, do not touch or pick them up, but tell a grown-up. Do not pick up sharp objects or needles if you see them lying around.

4. **Not all grown-ups drink alcohol or use drugs.**

Despite what you might see on the TV or on social media not all grown-ups are taking drugs and using alcohol. Grown-ups can choose not to use drugs, alcohol or legal highs and still have a good time. Taking risks can be exciting but there are other ways to get thrills or to relax without using drugs or alcohol.

5. **Taking any drugs, alcohol, tobacco or legal highs can affect the growing brain**

As a young person, the brain and body are still developing. Taking any drugs, alcohol or legal highs can harm this development.

6. **Safe drinking recommendations**

Government and health experts say that alcohol affects grown-ups in a range of ways different ways, and can be damaging to health and wellbeing. They recommend that grown-ups do not drink every day and have set small amounts which can be drunk safely. Some people in their 20s are starting to develop life-threatening health problems because of the amount of alcohol they've drunk during their teens.

7. **Some drugs are illegal**

Some drugs, such as cannabis and cocaine are illegal because the risks to people's health are too high. Grown-ups who chose to take illegal drugs are risking their health and wellbeing, and are breaking the law.

8. **Being caught with illegal drugs can seriously affect future plans**

Grown ups who are caught with illegal drugs will have a criminal record and may go to prison. This may impact on what they do with their lives.

9. **Just because something is legal, it doesn't mean it's safe**

Drinking caffeine drinks for example can be damaging to health if taken in large amounts.

10. **Know where to get help**

If you're worried about anything to do with drugs, alcohol or tobacco, talk to someone on your helping hand, or call CHILDLINE on 0800 1111 for advice. If someone you know is drinking or taking drugs think about who is on your helping hand and pick a trusted adult to talk to about your worries,. **Always** call an ambulance on 999 if someone passes out or seems very ill.

Appendix 3 Core messages – secondary schools

1. It's OK not to drink or use drugs.

It's good to have a social life and have fun with friends. Despite what can be seen on the TV or read in the papers and magazines not everyone is taking drugs and using alcohol. It is possible to have a good time without using drugs, alcohol or novel psychoactive substances (NPS - previously known as "legal highs"). Taking risks can be exciting but there are other ways to get thrills or to relax without using drugs or alcohol.

2. Why rush, wait until you are 18.

As a young person, your brain and body are still developing. Use of any drugs, alcohol or NPS can harm this development. Remember; everyone is different, so the effects will be different for each individual. Just because friends say it's enjoyable does not mean it will be for everyone. The effects will be dependent on someone's state of mind, r physical health and build, and brain and body development.

3. Safe drinking limits?

Alcohol affects people in very different ways, and is a powerful and dangerous drug. Drinking too much in a single session can kill, and more often can lead to hangovers, loss of control, accidents, risky behaviour, getting into trouble with the Police or being a burden to friends. More and more people in their 20s are starting to develop life-threatening health problems because of the amount they've drunk during their teens.

4. Look after your mates

If someone in your group is drinking or taking drugs, steer clear of trouble, stay alert when crossing roads, and don't leave anyone by themselves or with people they don't know. Plan how you're all getting home before you go out. **Always** call an ambulance if someone passes out or is seriously sick and then put them in the recovery position. Always tell the truth to ambulance crews.

5. Mixing drugs (poly-drug use), and mixing drugs with alcohol, is especially dangerous

Taking drugs is never risk-free. It increases the risks if drugs is mixed with alcohol. For example, mixing depressant like alcohol and GBL can result in overdosing, mixing stimulants and depressants like cocaine and alcohol results in coca ethylene, a highly toxic chemical reaction which puts enormous pressure on the heart.

6. Stay in control and stay protected

Using alcohol, drugs or legal highs can affect judgement, and can make people do things that you wouldn't do normally. Drugs and alcohol can loosen inhibitions. The advice is to carry condoms and for people using drugs never share snorting or injecting equipment; sharing can lead to HIV and Hepatitis.

7. Being caught with illegal drugs can seriously affect future plans

Getting a criminal record can prevent people from working in certain jobs, stop travel to certain countries (including the USA and Australia) or affect chances of getting into some colleges or universities.

8. Just because something is legal or was being legal until recently, it doesn't mean it's safe.

Most NPS, which are sometimes still referred to, as "legal highs", have never been properly medically tested so no-one really knows what the effects could be to your physical or mental health. The Police will always take **any** powder or capsules from you as suspected illegal drugs. Prescription medication is illegal to take if not prescribed to you, and may put your life at risk if not taken in the way it was prescribed.

9. If you do drink or take drugs, look after your body and mind and know what you are taking

Eat properly, drink enough water to keep you hydrated and make

sure you get enough sleep. Don't drink or use drugs if you're down, angry or depressed – it will only make those feelings worse. There are a lot of myths about what is and is not safe; if you want to know more go to www.talktofrank.com

10. Know where to get help

If you're having problems to do with drugs, alcohol or **NPS**, there are people who can help. If you are under 18 contact ru-ok for friendly, confidential advice on 293966 or visit www.ruokservice.co.uk. Or ask a member of staff at your school that you trust to see the Drugs Education Worker. If you are over 18 contact CRI for non-judgmental, confidential advice on 01273 607575 or visit www.cri.org.uk.

Subject:	Analysis of outcomes for Black Minority Ethnic (BME) children and young people in Brighton and Hove.		
Date of Meeting:	19th June 2017		
Report of:	Executive Director- Families, Children & Learning		
Contact Officer:	Name:	Sarah Berliner	Tel: 01273 292521
	Email:	sarah.berliner@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The report contains an analysis of end of Key Stage results and some progress data for BME children and young people for the 2016 academic year.
- 1.2 The report briefs members on the interventions implemented to improve any areas of under achievement relating to BME pupils' outcomes.

2. RECOMMENDATIONS:

- 2.1 That the Committee note the report and endorse the focus across the city on improving outcomes for the particular BME groups highlighted in the report.
- 2.2 That the Committee agree the focus on the impact of disadvantage and the significance this has for some of the BME groups. This report demonstrates that having multiple characteristics (BME and Free School Meal (FSM)) can lead to some groups being at even greater disadvantage and thus at risk of underachievement.
- 2.3 That the Committee agree the next steps as outlined in section 6.

3. CONTEXT/ BACKGROUND INFORMATION

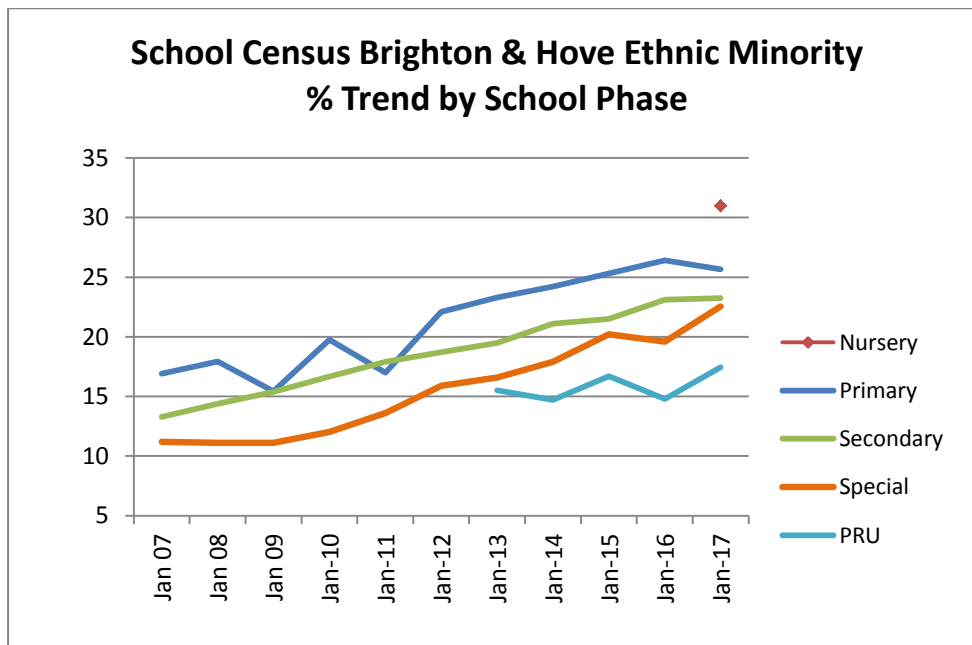
- 3.1 **The Ethnic Minority Achievement Service (EMAS)** is a school improvement service that assists and challenges schools and Early Years settings to ensure that learners of English as an Additional Language (EAL) and BME groups have access to the education opportunities they require to achieve. The team consists of specialist EAL teachers, Bilingual Liaison Assistants, Home School Liaison officers and a Parenting Practitioner. The team leader acts as an ambassador and advocate, raising awareness of BME pupils and families and the related agendas and issues surrounding achievement.
- 3.2 The home liaison and parenting work carried out through EMAS contributes towards the Early Help strategy. The EMAS Early Years team work alongside

health visitors and speech therapists to ensure early diagnosis of delay or specific difficulties in pre-school EAL pupils.

- 3.3 EMAS work with forums and groups in the city (e.g. One Voice and Brighton Table Tennis Club) that represent and/or serve BME communities. This is to hear parent and community voice and to share information about what is happening in schools with communities. This will lead to better engagement with communities for schools.
- 3.4 EMAS work with their staff, parents and stakeholders to support the Race Equality in Schools action plan resulting from the 2014 report 'The Changing Ethnic Demographic in Brighton and Hove –How prepared are Brighton and Hove schools?' By Global High Performing Organisations(Global HPO)
- 3.5 The 2011 census showed 20% of the population in Brighton and Hove are from a BME background. 44% of this group are Other White (often from European countries) and the group most increased by percentage are Black African. The BME population is young with greatest numbers in the under 24 age range. Only 8.1% of over 65 year olds are from a BME background.
- 3.6 At the time of the census one fifth of births in Brighton and Hove were to a mother born outside of the UK. The largest group of children by ethnicity in Brighton and Hove are Mixed Dual background-other
- 3.7 The language most spoken in Brighton and Hove after English is Arabic .There are over 100 languages spoken in the city.
- 3.8 It should be noted that there are very few large or settled BME communities in Brighton and Hove, but many smaller groups. The BME population has a transitory pattern and there are many newly arrived families from overseas. Brighton and Hove school BME statistics often deal with very small numbers and therefore need to be viewed with caution.
- 3.9 The school admissions form includes religion and this information can be recorded by schools on SIMS (Student Information Management System). We recommend this as good practice to schools so that they can monitor the achievement and wellbeing of pupils and students by religion. However, this information is not part of census information shared with the local authority. Therefore, we are unable to report on achievement by religion.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 The graph below shows the changing ethnic demographic in Brighton and Hove Schools. Over the past 10 years there has been sustained growth in percentages of BME pupils across all school phases. The percentages are highest in nursery and primary age ranges. This shows that the BME school age population is growing steadily and is largest in the younger age groups.



4.2 Across the school types (nursery pupils were included for the first time in 2017), including academies and free schools, the ethnic minority percentages of pupils were:

- Nursery 31.00% (National not yet published)
- Primary 25.70% (National 31.4%*)
- Secondary 23.30% (National 27.9%*)
- Special 22.60% (National 27.1%*)
- PRU 17.40% (National 26.9%*)

4.3 The three biggest groups (other than White British) represented were:

- Mixed dual background – other 3.20%
- White - other 3.17%
- Mixed dual background - white & Asian 2.66%

4.4 Schools that purchase an EMAS specialist teacher and bilingual support demonstrate higher levels of BME and EAL pupil progress across key stage 2 (appendix 1) in reading, writing and maths than schools without EMAS support.

4.5 Free School Meal (FSM), EAL and BME pupils in schools with EMAS teaching and bilingual support achieved at higher levels in reading, writing and maths and their reading, writing and maths progress was also higher than in schools without EMAS support.

E.g. EAL, FSM writing progress in schools with EMAS support: 4.09 and without - 3.88

4.6 **Early Years Foundation Stage (EYFS)** (appendix 2)

BME data in the EYFS demonstrates gaps with national data for a Good Level of Development (GLD). Brighton and Hove has an overall negative gap of 3% with national however some gaps are more significant: Chinese (22% lower) and Black (8% lower). EMAS use EAL data at a local level to analyse where support is needed.

51% of EAL pupils achieved a good level of development. This is significantly lower than the not EAL group (69% GLD.) EMAS consider the 2016 EYFSP EAL data to be an anomaly and not a trend. A more detailed analysis and responses to this data have been included in the Early Years Strategy.

4.8 Some language groups have shown significant positive change from 2015 EYFSP GLD data. These are Czech (66.7% GLD); Oromo (100% GLD) and Hungarian (42.9% GLD). Some languages : Spanish 75% ; Romanian 75%; Russian 75%; Gujarati 100% are all performing above LA total average of 65.9%. This indicates the language groups supported by EMAS are correctly targeted.

4.9 **Key Stage (KS) 1 BME data**

Most BME groups at KS1 are in line with or above national benchmarks for reading, writing and mathematics. However, pupils in the Black categories had the lowest attainment in each subject and were lower than national in reading, writing and maths.

4.10 **KS1 BME and Disadvantage** (appendix 3)

Looking at BME groups and data for FSM/ not FSM combined reading, writing and maths expected or above (RWMEXP+) there are many groups that demonstrate negligible difference according to deprivation status. However Any Other Black (20% gap), Bangladeshi (21% gap) , White and Black African (30% gap) and White and Black Caribbean (27% gap) have significantly lower achievement for those FSM eligible.

4.11 **KS2 BME data**

All of the BME groups achieved above the national average percentage for the combined RWM Exp+ except Bangladeshi which was 4% lower. All the groups including Bangladeshi demonstrate positive progress data; higher than LA progress across all three areas of reading, writing and maths.

4.12 The groups more poorly achieving and demonstrating poorer progress when compared to Brighton and Hove All (not national) are Black Caribbean; Black Sudanese Other and Black African. It is significant that these groups are all from the Black categories. The White and Black Caribbean group also show poor progress when compared with national White and Black Caribbean in writing and maths although achievement is the same when compared nationally.

4.13 **KS2 BME and Disadvantage** (appendix 4)

Analysing BME groups and results for FSM/not FSM percentage achieving combined RWM Exp+ more groups than in Key stage 1 demonstrate significant gaps. All the Mixed ethnicity groups are negatively affected: Any other Mixed (44% gap with non FSM same ethnicity)), White and Asian (17% gap), White and Black African (23% gap), White and Black Caribbean (30% gap) and Bangladeshi (45% gap) these disadvantaged BME groups: Black Caribbean; Black African; White and Black African and White and Black Caribbean, demonstrate poor progress compared to their non-disadvantaged peers. The deprived White and Black Caribbean group have poorer progress than deprived White British. None of these groups are EAL.

4.14 **KS4 data BME** (appendix 5)

Every BME group (but one) demonstrates higher levels of progress in the Attainment 8 measure than for all pupils nationally (+0.10). Indian pupils despite having achieved the same as all pupils nationally (67 % A-C including English and Maths) have -0.01 progress which is -10% .

4.15 **KS4 BME and disadvantage** (appendix 6)

When looking at disadvantaged pupils by ethnicity group many are outperforming national for the Average Progress 8 score and a few are significantly above national. These include Pakistani and White Other. There are a few groups significantly below national average Progress 8. These are Mixed White and Asian; Mixed White and Black Caribbean, Black Caribbean and Black African. This continues the pattern seen across KS1 and 2. Mixed White and Black Caribbean disadvantaged are also below White British Disadvantaged.

5. **Conclusion and Next Steps**

5.1 Schools will be presented with an in-depth local authority BME data set which specifically highlights the BME groups that demonstrate poor progress and outcomes. These groups may be very low in numbers in individual schools and so not appear as concerns in their individual data. As part of our School Improvement offer schools will be supported and challenged with regard to the underperformance of these specific groups.

5.2 EMAS will ensure that BME groups are a specific focus in the 'Reducing Differences Strategy' as the impact of disadvantage is noted as being significant in some of the BME groups. It seems that having multiple vulnerabilities (BME and FSM) can lead to this group being at even greater disadvantage and thus risk of underachievement.

5.3 An event has been organised to refresh the focus on the strategies in the city for supporting the positive identity of the BME pupils and therefore their potential to achieve. These strategies include: developing a team of BME mentors for BME students; Equalities and Diversity walks in schools; recruitment of BME school staff; training for staff around meeting the needs of Muslim pupils in schools and the impact of Brexit and recent terrorist events upon well-being of pupils.

5.4 EMAS will devise and circulate a checklist of most recent research and key recommendations for schools to refer to when considering improving outcomes for pupils of dual heritage (appendix 7). There is not a pedagogical approach, as there is for EAL pupils, and the changes needed are around ethos and whole school policy work. There are many implications for the curriculum and the school environment.

5.5 EMAS will publicise the significant impact on the outcomes of BME pupils in schools of appointing a lead teacher able to drive change. The teacher will share their expertise and will develop an ethos of celebrating difference; equipping school staff with awareness of the importance of knowing the individual background and history of BME pupils; able to train staff in language aware teaching and recognise SEN in EAL pupils. It is expected that this will have significant impact on the outcomes for BME pupils in the school.

- 5.6 To address the gaps in the EYFSP an EMAS Early Years Action Plan was developed which has included delivering information and training to all school SENDCOs(Special Educational Needs and Disability Coordinator) and speech and language therapists in how to identify SEND (Special Educational Needs and Disability) for a child who is also EAL. EMAS aim to support improved early identification of SEND in EAL pupils and have provided guidance for Reception teachers. This has been distributed (see appendix 8). All EMAS bilingual assistants have had updated training in how to assess for the EYFSP.
- 5.7 BME and EAL EYFS performance data will be presented to early years providers and EMAS will run a workshop to specifically discuss refugee families and best practice. EMAS has devised a new course, running in June, exploring the needs of trilingual children.
- 5.8 EMAS will target school clusters to provide relevant training for teachers. EMAS will also provide training for Early Years practitioners; health visitors and student teachers to support diminishing differences for the identified groups.
- 5.9 EMAS will target training for school governors to strengthen the knowledge base and capacity of governors to challenge and support their own schools to improve outcomes.
- 5.10 EMAS will ensure that BME groups are a specific focus in the Special Educational Needs and Disability (SEND) guidance document which is being developed.

6. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 6.1 The contribution towards the programme of governor events has been factored into the 17/18 budget. The remaining new activities do not have financial implications

Finance Officer Consulted: Steve Williams

Date: 3/5/17

Legal Implications:

- 6.2 There are no legal implications arising from this report

Lawyer Consulted: Serena Kynaston

Date: 11/5/17

Equalities Implications:

- 6.3 The equalities implications are addressed directly within the report. The report identifies the ways in which BME pupils achieve and how schools can work to diminish the attainment differences identified. EMAS will continue to use data to identify differences in terms of multiple identities and take appropriate action.

Sustainability Implications:

6.4 Not applicable

Any Other Significant Implications:

6.5 Not applicable

SUPPORTING DOCUMENTATION

Appendices:

1. KS 2 2016 BME pupils in schools EMAS supported or not

Documents in Members' Rooms

1. None

Background Documents

1. None

EMAS support	Pupils	% Reading Exp+	% Reading High	% Writing Exp+	% Writing High GDS	% Maths Exp+	% Maths High	% SPAG Exp+	% SPAG High	% RWM Exp+	% RWM High	Reading Progress	Writing Progress	Maths Progress	Included in reading progress	Included in writing progress	Included in maths progress
EMAS supported schools	380	65.5	17.9	73.4	15.0	65.0	13.7	73.2	20.3	52.6	6.1	1.13	1.28	0.32	318	321	318
Other schools	202	71.8	24.3	71.8	23.3	75.7	15.3	80.7	26.7	57.4	6.4	0.75	0.19	-0.42	180	181	181
Grand Total	582	67.7	20.1	72.9	17.9	68.7	14.3	75.8	22.5	54.3	6.2	0.99	0.89	0.05	498	502	499

1. KS2 2016 EAL pupils in schools EMAS supported or not

EMAS support	Pupils	% Reading Exp+	% Reading High	% Writing Exp+	% Writing High GDS	% Maths Exp+	% Maths High	% SPAG Exp+	% SPAG High	% RWM Exp+	% RWM High	Reading Progress	Writing Progress	Maths Progress	Included in reading progress	Included in writing progress	Included in maths progress
EMAS supported schools	228	53.9	11.8	67.1	11.0	62.7	11.8	67.1	18.0	46.1	3.9	1.53	2.80	2.05	169	172	171
Other schools	69	59.4	18.8	63.8	21.7	73.9	17.4	75.4	18.8	44.9	8.7	0.71	0.98	1.16	52	53	53
Grand Total	297	55.2	13.5	66.3	13.5	65.3	13.1	69.0	18.2	45.8	5.1	1.34	2.37	1.84	221	225	224

2. List of schools buying an EMAS teacher:

Benfield Primary
Brunswick Primary
Carden Primary
Carlton Hill Primary
Coombe Rd Primary

Cottesmore St Marys Catholic Primary
Downs Infants
Downs Juniors
Fairlight Primary
Goldstone Primary
Hangleton Primary
Hertford Infants
Middle Street Primary
Mile Oak Primary
Queens Park primary
Rudyard Kipling Primary
Saltdean Primary
St Andrews C of E Primary
St Bartholomew's C of E Primary
St John the Baptist Roman Catholic Primary
St Joseph's Roman Catholic Primary
St Mary Magdalen's Roman Catholic Primary
St Mary's Roman Catholic Primary
St Nicolas C of E Primary
Stanford Infants
West Blatchington Primary
West Hove and Connaught Infants
Cardinal Newman Catholic School

Appendix 2

EYFS Profile GLD for BME 2016

EYFSP 2016: A good level of development		White		Mixed		Asian		Black		Chinese		All pupils ⁴		Total Included in Ethnicity Data	Pupils With no Ethnicity Data
		Number of eligible pupils ²	Percentage achieving a good level of development	Number of eligible pupils ²	Percentage achieving a good level of development	Number of eligible pupils ²	Percentage achieving a good level of development	Number of eligible pupils ²	Percentage achieving a good level of development	Number of eligible pupils ²	Percentage achieving a good level of development	Number of eligible pupils ²	Percentage achieving a good level of development		
E92000001	England	469,032	70	37,862	71	61,999	68	30,676	68	2,928	69	669,052	69	602,497	66,555
E06000043	Brighton and Hove	2,252	68	279	67	110	62	55	60	19	47	2,849	66	2,715	134

Appendix 3

Key stage 1 BME and Deprivation

KS1 2016 Ethnicity Description	FSM Eligible	Pupils	% Reading EXS+	% Writing EXS+	% Maths EXS+	% Reading, Writing & Maths EXS+
Any Other Asian Background	No	37	67.6	62.2	64.9	51.4
	Yes	x	66.7	66.7	100.0	66.7
Any Other Black Background	No	x	75.0	50.0	50.0	50.0
	Yes	5	60.0	60.0	40.0	40.0
Any Other Ethnic Group	No	53	67.9	60.4	79.2	58.5
	Yes	11	54.5	45.5	45.5	36.4
Any Other Mixed Background	No	82	80.5	74.4	82.9	70.7
	Yes	17	58.8	47.1	52.9	41.2
Any Other White Background	No	191	75.4	66.5	77.5	61.8
	Yes	12	66.7	66.7	66.7	50.0
Bangladeshi	No	27	81.5	77.8	74.1	63.0
	Yes	7	42.9	14.3	28.6	14.3
Black - Sudanese	No	20	60.0	55.0	60.0	55.0
	Yes	x	100.0	66.7	100.0	66.7
Black Caribbean	Yes	x	100.0	100.0	100.0	100.0
Chinese	No	15	86.7	80.0	93.3	66.7
	Yes	x	100.0	100.0	100.0	100.0
Indian	No	19	94.7	94.7	78.9	78.9
Information Not Yet Obtained	No	16	43.8	43.8	50.0	31.3
	Unknown	x	0.0	0.0	0.0	0.0
	Yes	x	66.7	33.3	66.7	33.3
Other Black African	No	21	71.4	66.7	71.4	57.1
	Yes	x	75.0	100.0	100.0	75.0
Pakistani	No	x	66.7	66.7	66.7	66.7
	Yes	x	100.0	100.0	100.0	100.0
Refused	No	x	33.3	0.0	0.0	0.0
Traveller of Irish Heritage	Yes	x	50.0	50.0	50.0	50.0
White - British	No	1720	77.7	70.6	77.0	63.7
	Yes	301	60.8	45.8	56.5	41.9
White - Irish	No	15	93.3	86.7	93.3	80.0
White and Asian	No	57	80.7	63.2	77.2	59.6
	Yes	7	71.4	57.1	71.4	57.1
White and Black African	No	44	86.4	75.0	79.5	70.5
	Yes	22	63.6	45.5	50.0	40.9
White and Black Caribbean	No	33	75.8	72.7	72.7	60.6
	Yes	12	50.0	41.7	66.7	33.3
Brighton & Hove Total		2774	74.8	66.6	73.9	60.2

Appendix 4

KS2 BME and deprivation

Ethnicity Description	FSM Eligible	Pupils	% Reading Exp+	% Reading High	% Writing Exp+	% Writing High GDS	% Maths Exp+	% Maths High	% SPAG Exp+	% SPAG High	% RWM Exp+	% RWM High	Reading Progress	Writing Progress	Maths Progress
Any Other Asian Background	Yes	x	66.7	33.3	10.0	0.0	10.0	33.3	10.0	33.3	66.7	0.0	4.64	3.84	7.12
	No	26	65.4	26.9	73.1	23.1	65.4	11.5	65.4	26.9	61.5	7.7	4.64	3.93	2.70
Any Other Black Background	Yes	x	10.0	0.0	10.0	0.0	10.0	0.0	10.0	0.0	10.0	0.0	-0.62	2.25	0.50
	No	9	66.7	0.0	66.7	11.1	77.8	0.0	10.0	11.1	33.3	0.0	-0.07	-0.22	0.32
Any Other Ethnic Group	Yes	9	55.6	22.2	66.7	22.2	44.4	0.0	66.7	22.2	33.3	0.0	1.39	1.46	-0.54
	No	24	75.0	12.5	70.8	25.0	79.2	37.5	83.3	29.2	66.7	8.3	0.74	2.64	2.45
Any Other Mixed Background	Yes	10	30.0	20.0	50.0	10.0	50.0	10.0	30.0	20.0	20.0	10.0	-1.96	0.23	-0.02
	No	55	78.2	30.9	89.1	23.6	78.2	9.1	85.5	21.8	63.6	7.3	0.94	1.12	-1.73
Any Other White Background	Yes	5	40.0	0.0	40.0	20.0	40.0	0.0	60.0	20.0	40.0	0.0	-4.82	-5.54	-6.58
	No	149	68.5	21.5	74.5	17.4	74.5	16.1	75.8	22.8	57.0	6.7	2.36	1.69	0.95
Bangladeshi	Yes	x	33.3	0.0	0.0	0.0	33.3	0.0	33.3	0.0	0.0	0.0	4.84	-0.98	-1.12
	No	31	54.8	16.1	54.8	12.9	58.1	3.2	74.2	9.7	45.2	0.0	1.60	1.16	0.93
Black - Sudanese	Yes	x	25.0	0.0	50.0	0.0	25.0	0.0	50.0	0.0	25.0	0.0	-1.70	3.27	-0.42
	No	15	46.7	6.7	60.0	0.0	53.3	6.7	60.0	20.0	33.3	0.0	-2.15	-1.15	1.78
Black Caribbean	Yes	x	0.0	0.0	10.0	0.0	10.0	0.0	10.0	0.0	0.0	0.0	-6.56	1.10	-3.97
	No	6	50.0	33.3	33.3	16.7	16.7	16.7	50.0	16.7	16.7	16.7	3.92	-3.25	-2.90

Chinese	No	6	66.7	16.7	10.0	33.3	83.3	33.3	10.0	50.0	66.7	16.7	-2.90	0.99	0.55
Indian	Yes	x	10.0	0.0	10.0	0.0	10.0	0.0	10.0	0.0	10.0	0.0	0.38	2.25	0.50
	No	15	60.0	26.7	73.3	20.0	80.0	33.3	93.3	40.0	53.3	20.0	0.09	0.98	4.23
Information Not Yet Obtained	Yes	x	50.0	0.0	50.0	0.0	50.0	0.0	50.0	0.0	50.0	0.0	-	-	-
	No	8	37.5	0.0	25.0	0.0	37.5	12.5	37.5	12.5	25.0	0.0	-2.29	-4.83	-0.77
	Unknown	x	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-15.60	-11.06	-10.58
Other Black African	Yes	6	83.3	16.7	66.7	16.7	83.3	0.0	83.3	16.7	66.7	0.0	2.06	0.55	0.94
	No	21	47.6	4.8	71.4	4.8	33.3	14.3	66.7	9.5	23.8	0.0	-2.27	0.13	-1.11
Pakistani	Yes	x	10.0	0.0	10.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.46	1.79	-3.32
	No	x	10.0	50.0	10.0	50.0	10.0	0.0	75.0	50.0	10.0	0.0	3.27	4.43	-1.54
Refused	No	x	10.0	33.3	10.0	0.0	10.0	33.3	10.0	10.0	10.0	0.0	0.49	-2.40	-0.47
Traveller of Irish Heritage	Yes	x	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	-	-
White - British	Yes	274	52.2	11.3	55.5	8.0	44.2	3.3	50.0	8.4	29.2	1.8	0.00	-0.63	-2.22
	No	1550	80.0	30.4	80.5	23.7	75.4	19.4	78.3	24.3	64.2	8.9	1.44	0.25	-0.50
White - Irish	No	15	86.7	46.7	86.7	46.7	86.7	13.3	93.3	33.3	73.3	13.3	2.02	1.28	-0.95
White and Asian	Yes	x	75.0	25.0	75.0	25.0	50.0	0.0	75.0	25.0	50.0	0.0	-1.26	-0.06	-5.82
	No	55	85.5	23.6	83.6	21.8	80.0	23.6	89.1	27.3	67.3	9.1	1.03	0.67	0.70
White and Black African	Yes	14	57.1	0.0	35.7	0.0	42.9	0.0	50.0	0.0	35.7	0.0	-2.71	-5.37	-3.40
	No	48	72.9	12.5	81.3	12.5	75.0	8.3	75.0	20.8	58.3	0.0	1.34	2.22	-0.38
White and Black	Yes	10	30.0	10.0	40.0	20.0	30.0	20.0	40.0	10.0	30.0	10.0	-	-	-

Caribbean			0	.0	0	.0	0	.0	0	0	0	.0	3.0	3.0	3.8
	No	25	76.	28	72.	24	68.	20	80.	32.	60.	16	0.6	-	-
			0	.0	0	.0	0	.0	0	0	0	.0	2	0.9	1.7
														8	9

Appendix 5

KS4 BME

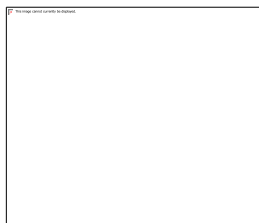
KS4 2016 Results - Brighton & Hove - Ethnicity														
Ethnicity	Pupils	% A*-C in English & maths	Entries	Attainment 8 score	Score achieved in English	Score achieved in mathematics	Score achieved in Ebacc slots	Score achieved in open slots	Pupils included in progress	Pupil progress 8 score	Progress 8 score for English	Progress 8 score for mathematics	Progress 8 score for Ebacc slots	Progress 8 score for open slots
Any Other Asian Background	36	63.9	9.5	4.92	4.92	4.86	4.82	5.07	27	0.74	0.37	0.94	1.03	0.55
Any Other Black Background	8	37.5	9.3	4.53	5.00	3.75	4.08	5.17	5	0.05	0.27	-0.19	0.10	0.02
Any Other Ethnic Group	27	63.0	9.6	5.04	4.96	5.52	4.88	4.95	17	0.41	0.02	0.83	0.71	0.08
Any Other Mixed Background	61	72.1	9.6	5.19	5.23	5.18	5.10	5.26	56	0.23	-0.02	0.32	0.56	0.00
Any Other White Background	99	63.6	10.0	5.28	5.32	5.22	5.29	5.29	76	0.40	0.21	0.42	0.71	0.18
Bangladeshi	31	61.3	9.5	5.02	5.29	4.84	4.66	5.32	30	0.36	0.30	0.33	0.47	0.31
Black - Sudanese	16	50.0	9.6	4.43	4.75	4.44	4.19	4.46	15	0.56	0.42	0.81	0.89	0.15
Black Caribbean	x	66.7	9.3	4.67	5.33	4.33	4.33	4.78	2	-0.12	0.38	-0.53	0.18	-0.47
Chinese	x	75.0	9.8	5.54	5.50	5.50	5.94	5.21	3	0.68	0.83	0.87	0.67	0.47
Indian	10	60.0	8.7	4.82	5.00	5.10	4.60	4.73	8	-0.19	-0.29	0.29	-0.06	-0.56
Other Black African	14	57.1	8.9	4.86	4.86	4.50	4.90	5.05	13	0.36	-0.02	0.19	0.90	0.18
Pakistani	6	66.7	9.5	4.81	5.17	4.67	4.22	5.25	5	0.48	0.51	0.68	0.48	0.32
Refused	x	##	9.0	6.13	5.67	6.33	6.22	6.22	2	1.07	0.37	1.19	1.80	0.73
White - British	1690	64.9	9.1	5.00	5.31	4.94	4.64	5.20	1640	-0.03	-0.01	0.00	0.02	-0.12

White - Irish	14	## ##	10 .1	5. 92	6. 14	5. 86	5. 88	5. 86	12	0. 11	0. 14	0. 00	0. 40	- 0. 14
White and Asian	40	72. 5	9. 6	5. 42	5. 44	5. 58	5. 30	5. 42	31	0. 21	0. 01	0. 37	0. 41	0. 04
White and Black African	43	51. 2	9. 2	4. 67	4. 88	4. 40	4. 59	4. 78	40	- 0. 07	- 0. 18	- 0. 15	0. 25	- 0. 27
White and Black Caribbean	39	71. 8	9. 5	5. 13	5. 46	4. 90	4. 96	5. 23	36	0. 20	0. 23	0. 07	0. 38	0. 10

Appendix 6

KS4 2016 Results - Brighton & Hove - Ethnicity for Disadvantaged Pupils

Ethnicity	Pupils	% A*-C in English & maths	Entries	Attainment 8 score	Score achieved in English	Score achieved in mathematics	Score achieved in Ebacc slots	Score achieved in open slots	Pupils included in progress	Pupil progress 8 score	Progress 8 score for English	Progress 8 score for mathematics	Progress 8 score for Ebacc slots	Progress 8 score for open slots
Bangladeshi	10	50	9.25	4.39	4.90	4.30	3.70	4.78	10	0.05	0.16	0.21	-0.12	0.03
Indian	x	100	10	4.80	5.00	5.00	4.67	4.67	x	-0.18	-0.29	0.09	0.13	-0.61
Any Other Asian Background	13	53.8	9.13	4.22	4.31	4.08	4.03	4.45	8	0.63	0.55	0.70	0.76	0.52
Pakistani	x	0	9.5	2.98	3.50	2.00	1.83	4.42	x	0.49	0.58	0.27	0.14	0.91
Other Black African	5	60	10.8	5.94	5.80	5.40	6.07	6.27	5	1.01	0.55	0.55	1.60	1.03
Black Caribbean	x	50	9.5	4.55	5.50	4.00	4.17	4.67	x	-1.05	0.31	-2.13	-0.93	-1.37
Any Other Black Background	x	25	8.75	3.73	4.50	3.00	3.08	4.33	x	-0.45	0.12	-0.72	-0.57	-0.54
Black - Sudanese	6	33.3	9.5	4.12	4.33	4.17	3.50	4.56	6	0.86	0.48	1.34	1.00	0.67
Any Other Mixed Background	18	50	9.11	4.44	4.94	4.33	4.02	4.58	18	0.04	0.14	0.09	0.21	-0.23
White and Asian	12	75	9.72	5.37	5.25	5.50	5.39	5.33	12	0.40	-0.04	0.63	0.90	0.06
White and Black African	20	45	8.55	4.14	4.55	3.95	3.90	4.23	19	-0.55	-0.54	-0.55	-0.29	-0.82
White and Black Caribbean	13	53.8	8.77	4.10	4.69	3.85	3.56	4.42	13	-0.75	-0.51	-0.87	-0.83	-0.76
Any Other Ethnic Group	12	66.7	9.25	5.08	5.17	5.58	4.81	4.94	7	0.40	0.23	0.59	0.69	0.10
Refused	x	100	9	6.00	5.50	6.50	5.83	6.17	x	1.12	0.37	1.69	1.64	0.73
White - British	441	36.5	8.07	3.77	4.30	3.66	3.17	4.10	428	-0.60	-0.47	-0.50	-0.67	-0.69
White - Irish	x	100	10	5.20	5.00	5.00	5.33	5.33	x	0.03	-0.45	-0.11	0.57	-0.10
Any Other White Background	22	36.4	10.1	4.76	5.05	4.27	4.62	5.04	18	0.50	0.38	0.37	0.71	0.46



Supporting the Achievement of Dual Heritage Children

The 2011 census revealed that the UK's ethnic minority population has grown from 9% to 14% since 2001. It shows that the numbers of dual heritage young people have increased substantially and it is the fastest growing group, predicted to be the largest ethnic minority in the near future. This group's unique experiences and potential merit specific consideration in schools. Dual heritage children are likely to have had significantly different experiences compared to their peers-both black and white. This can put them at greater risk of experiencing difficulties, particularly at secondary school age. It is a common experience for children not to experience racism at primary school but to be confronted with it for the first time at secondary school.

As 'dual heritage' is a hugely diverse group of children it is even more important to focus on the individual needs and experiences of the child. There are no universal messages; it is not a homogenous group and encompasses many different experiences. It does not allow for a 'one size fits all' assessment of needs- this is the challenge for practitioners.

Other influencing factors are geographical area, family structure, class and poverty (FSM). Research suggests outcomes are more strongly linked to poverty than ethnicity for mixed race children.

Nationally dual heritage children are:

- over represented in every child welfare service (e.g. child protection, LAC and CAMHS). For example, while making up around 3.5 per cent of the population as a whole, dual heritage children and young people account for:
7.4 per cent of children on the child protection register;
8 per cent of children in care (2011)
- significantly over represented in the youth justice system.

Issues raised by research

Mixed Experiences Growing up mixed race –mental health and well being (Dinah Morley and Cathy Street ISBN 9781909391154)

- There is an 'invisibility' of dual heritage pupils in schools. This is highlighted by the lack of terminology to describe pupils of dual heritage.

- There can be unrealistic expectations that dual heritage children will be experts on both sides of their cultural heritage
- Dual heritage children may have to deal with racism and prejudice from both black and white peers and to balance their 'white' heritage against the stereotyping of their 'black' or 'other' identity. These are experiences other young people do not share.
- Although identities are becoming more fluid in today's Britain, young people of dual heritage are more likely to be confused about their identities during adolescence.
- Adolescent experiences are often difficult. Dual heritage young people may feel marginalised and find it difficult to find their place in social groups. Staff need to be alert to these specific difficulties and, where possible, provide support. This research shows this distress, once experienced, is likely to have an enduring effect.
- The majority of interviewees emerged as confident adults, happy and proud of their mixed identity. The difficulties faced and resolved in adolescence added to an increased resilience in most cases.

Understanding the Educational Needs of Mixed Heritage Pupils

Leon Tikly, Chamion Caballero and John Hill (DFE Research Report RR549)

Tikly notes that the educational attainment of mixed heritage children is below average and that there is an above average rate of exclusion for these children particularly males. This is true in Brighton and Hove

1. Mixed heritage children are often 'invisible' in school policy. Until recently, many schools classified dual heritage children as Black and did not recognise them as a group with unique characteristics and needs
2. The low socio-economic status of many of the families of mixed heritage children
3. Low teacher expectations of dual heritage children
4. Racism from both White and Black peers aimed at their mixed heritage in the form of name calling and exclusion
5. Boys in particular, may experience considerable pressure by their peers to adopt to the norms of an "urban" or "street" subculture in which academic achievement, interest and success are seen as undesirable and useless

Family

Family relationships can be subject to intense scrutiny from wider family and beyond, unlike mono-racial relationships. Siblings can have very different ideas and experiences depending on their preferences, affiliations and physical resemblances to either parent. The main difficulty anticipated by families is the reaction their children will get from the outside world. They call for changes in social policy and practice to better reflect the diversity of their family.

Promoting good practice in schools

	Good practice suggestions	Actions
Staff issues		
Is the staff team diverse?	Positive action for recruitment allowing staff to reflect pupils and family it serves	
Is the governing body diverse and representative?	Positive action for recruitment allowing governing body to reflect pupils and family it serves	
Are teachers aware of potential vulnerability of mixed race pupils?	Update at a staff meeting with statistics	

Identity		
Are staff delivering PSHE confident to talk around issues of identity and the language surrounding this?	Staff audit Training input	
Are staff equipped with skills to discuss identity	Training input Peer support	
How is a pupil profiled to take account of their unique identity?	Review details held	
Are dual heritage pupils needs taken into account at times of transition? How are these pupils supported? What systems are set up to liaise between schools?	Use of Vulnerability Index Detailed information collected on all pupils and families Systems to share with all staff	
Policy		
Is there a robust anti-racist and behaviour policy?		
Are dual heritage pupils and families visible in school policies?		
Pastoral support		
Do pupils have opportunities to discuss issues of identity when they arise?	Celebration of and value given to the open-ended possibilities and plurality of identity and how to negotiate them. E.g. Tiger Woods describes himself as 'Cablinasian'. Discussing vocabulary to define identity. Is training needed to support this?	
Are dual heritage pupils given opportunities to develop self-esteem and resilience?	Pupil roles with status are actively allocated to dual heritage pupils showing due regard and awareness of need to support self-esteem	
Are pupils identified and supported who are at risk of emotional difficulties surrounding their identity?	Robust system for understanding a pupil's identity Mentor system to support identity work with pupils	
Is pupil voice used to gauge feelings and experiences of dual heritage pupils in school?	Set up project to hear those voices and demonstrate positive actions Does school council represent these pupils?	
Curriculum		
Are there positive role models promoted in curriculum areas eg history	Audit of role models used Curriculum cluster groups could share ideas and resources	
Are opportunities in the PSHE curriculum to address identity issues with all pupils?	Audit of PSHE curriculum. Can this be worked on in clusters across schools?	

<p>Are there discussions around belonging? Many of today's young people move fluidly from group to group, modifying languages and behaviour from classroom to peer group and from home to other social settings. However, the adolescent phase can be a period where their desire to fit in creates 'in-groups' and 'out-groups'. Pupils need support to negotiate this and develop positive feelings towards differences.</p>	<p>Time allocated in form time to discuss identity?</p>	
<p>Engaging families</p>		
<p>Are there support systems for families that allow them to discuss issues of identity?</p>		
<p>What is the system for taking account views of dual heritage pupils, parent and families?</p>		

Achievement of Children with EAL in Reception

We had a significant gap in our EYFSP results for EAL in Brighton and Hove in 2016.

We have good data to show that children with EAL at EYFSP catch up by KS1 and KS2, and the fact that they are not achieving a good level of development in Communication and Language and Literacy fits in with research into the time it takes to become fluent in English. However, what is concerning is our gap for EAL children is larger than our statistical neighbours.

There was a high level of SEND in our cohort this year. Children need time to settle in to school but there were children with EAL who had their needs identified as funded 2 year olds who were not identified and on the SEND register.

Summary of Good Practice

- Collect information on entry to Reception not only of a child's home language/s but also the levels. It is important to know which language a child uses to whom, and their strongest language, particularly for trilingual children.
- Reassure parents that bilingualism is an asset and it is good for children to use their Mother Tongue at home and school. Share research on the benefits of being bilingual with parents. A strong Mother Tongue will also help them to learn English
- Effective transition and support for children with EAL entering Reception with additional needs e.g. inclusion of children with EAL with delay in their Mother Tongue (**not just new to English**) in speech and language groups
- All areas of the EYFSP (**except Communication and Language and Literacy**) can be assessed in Mother Tongue. Focus on children who are still emerging but with support in Mother Tongue may reach expected levels. Teachers need to plan effectively for bilingual assistants to assess in these areas and record their observations. EMAS provide planning diaries for this purpose
- Build meaningful links with families so they can support learning at home. If bilingual support is not available discuss with parents/carers if the child demonstrates some of the behaviours in Mother Tongue in the areas you are having difficulty assessing. There would need to be consistent evidence for this
- Accurate and reliable observational assessment demands a stimulating learning environment with a balance of adult led and child initiated activities. Children with EAL need meaningful play based activities to successfully acquire language.

Enabling children to accurately demonstrate their skills in the EYFSP should not be at the expense of the principles of the EYFS e.g. narrow task-based learning.

Support Available from EMAS

Bilingual support in community languages (details on our website). Our bilingual assistant team are highly skilled at assessing children in Mother Tongue and liaising with families

Specialist TAs working in Reception to support the children with their acquisition of English

Support from EMAS teachers with assessing children with EAL. EMAS Early Years teachers can visit and observe children of concern to support with identifying their needs

Home liaison officers to support families. Many of our HSL team are trained in Triple P parenting

EMAS courses on Supporting Children with EAL in the EYFS and identifying SEND in children with EAL



EMAS Early Years
Fairlight School
St Leonard's Road
Brighton
BN2 3AJ

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Subject:	Brighton and Hove Youth Justice Strategy 2017/19		
Date of Meeting:	19th June 2017		
Report of:	Executive Director - Families Children & Learning		
Contact Officer:	Name:	Anna Gianfrancesco	Tel: 01273 296169
	Email:	Anna.Gianfrancesco@brighton-hove.gcsx.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The Committee is asked to approve the Youth Justice Strategy for Brighton and Hove 2017-2018
- 1.2 Under the Crime and Disorder Act 1998 there is a requirement for the multiagency Youth Offending Management Group to produce a local Youth Justice Strategy setting out how Youth Offending Services (YOS) will be resourced and provided.

2. RECOMMENDATIONS:

- 2.1 That the Committee approves the Youth Justice Strategy for Brighton & Hove 2017-18

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Crime and Disorder Act 1998 places a statutory responsibility on local authorities acting with statutory partner agencies to establish a Youth Offending Service (YOS). The statutory function of the YOS is to co-ordinate the provision of youth justice services. The Act also sets out responsibilities in relation to the production of a Youth Justice Strategy setting out how youth justice services are to be provided, how the YOS will operate and which functions it will carry out.
- 3.2 The proposed Youth Justice Strategy is compliant with guidance issued by the national Youth Justice Board and includes:
- Purpose, priorities and values
 - Structure and Governance of the Youth Offending Service
 - Resourcing and Value for Money
 - Partnership arrangements
 - Risks to future delivery
 - Key priorities
- 3.3 The key priorities developed and agreed by the YOS Management Group are:

- Preventing youth crime and reducing offending
- Reducing reoffending
- Keeping the number of children and young people in custody to a minimum
- To ensure the victims are at the heart of the work with young offenders and the voice of victims is heard
- To reduce the number of vulnerable young people in the criminal justice system, with a focus on looked after children and those at risk of exploitation.

3.4 The Strategy will also be taken to the city's Safe in the City Partnership Board for discussion and agreement and will be submitted to the Youth Justice Board.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 Publication of the strategy is a statutory requirement.

5. COMMUNITY ENGAGEMENT & CONSULTATION

5.1 Direct community engagement and consultation has not been a part of the development of this strategy. However the operational Business Plans which underpin the strategy do ensure the involvement and participation of young people in the design and delivery of services and include specific community orientated initiatives such as Restorative Justice.

5.2 The strategy has been discussed and consulted upon at the Youth Offending Strategic Management Board which is made up of partner agencies and the CVS.

6. CONCLUSION

6.1 The Committee is asked to approve the strategy as part of discharging the council's statutory responsibilities.

7. FINANCIAL & OTHER IMPLICATIONS:

7.1 The financial information detailed within Section 4 of the body of the attached supplementary report accurately reflects the current budgetary position of the YOS. The risk attached to any reduction in anticipated funding from the PCC and the Probation service would need to be managed, with Finance support, within the service with economies made and service delivery assessed/re-designed accordingly

Finance Officer Consulted: Brian McGonigale

Date: 04/05/17

Legal Implications:

- 7.2 The Crime and Disorder Act 1998 places a statutory responsibility on local authorities acting with statutory partner agencies to establish a Youth Offending Service. The strategy meets the requirements under the Crime and Disorder Act 1998 to produce a local Youth Justice Strategy setting out how Youth Offending Services will be resourced and provided. The strategy must be published, and refer to the key requirements referred to in the body of the report.

Lawyer Consulted: Natasha Watson

Date: 24/05/17

Equalities Implications:

- 7.3 The strategy explicitly addresses equalities implications under Purpose, Priorities and Values (page 9) and as one of the cross-cutting themes identified (page 35) which will be monitored by the Management Board.

Sustainability Implications:

- 7.4 There are no sustainability implications.

Crime & Disorder Implications:

- 7.5 The Youth Justice Strategy is one of the key multi-agency strategies addressing crime and disorder in the city.

Risk and Opportunity Management Implications:

- 7.6 Section 6 of the Strategy addresses risk to future delivery and Section 7 sets out the priorities, and opportunities the service will address.

Public Health Implications:

- 7.7 Public Health are members of the Youth Offending Service Management group and have been fully involved in producing the strategy.

Corporate / Citywide Implications:

- 7.8 The strategy will also be taken to the Safe in the City Partnership Board as part of ensuring a consistent corporate and city wide approach.

SUPPORTING DOCUMENTATION

Appendices:

1. Brighton and Hove Youth Justice strategy 2015/16

Documents in Members' Room

1. None

Background Documents

1. None

**Brighton & Hove Youth Justice Strategy
2017/19**

Current Performance

Figures based on the year April 2016 to March 2017

Reoffending

Apr 13 to Mar 14



● Offenders ● Reoffenders

Binary Rate 48% (England 37.9%)

Court Disposals Resulting in a Custodial Sentence

2015-16



2016-17



Apr 14 to Mar 15



● Offenders ● Reoffenders

Binary Rate 39.4% (England 37.7%)

Number of looked after young people on the caseload on the last day of the quarter

Q4 15-16



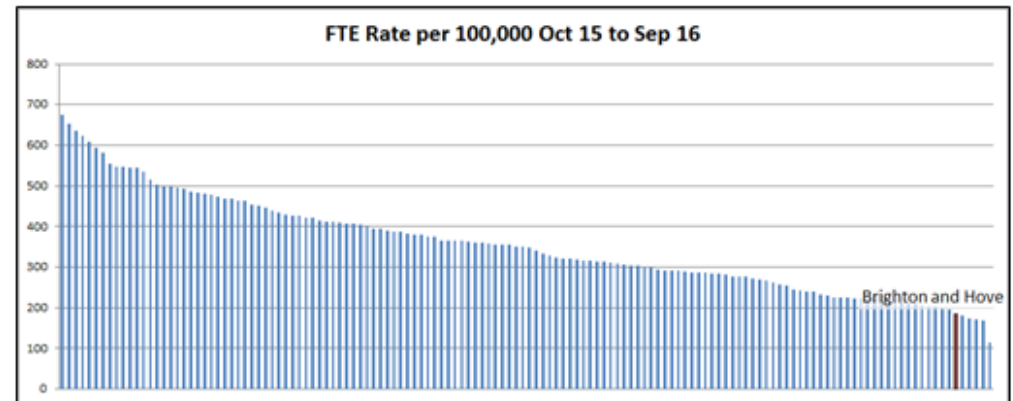
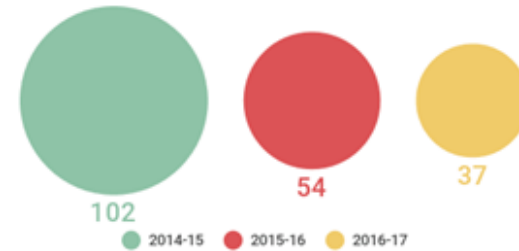
19 (23% of the YOS Caseload)

Q4 16-17

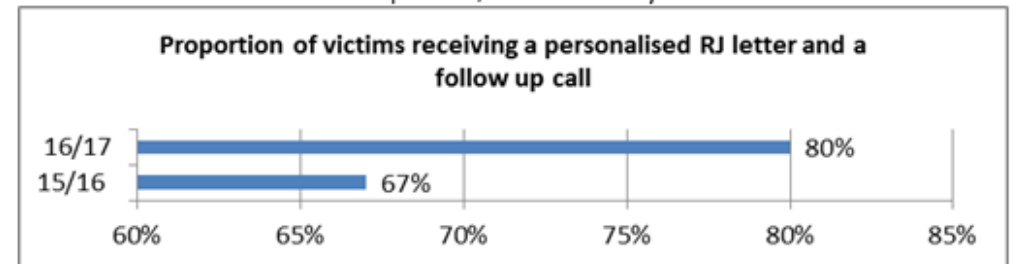


14 (22% of the YOS Caseload)

First Time Entrants (FTE) to the Youth Justice System



6th lowest FTE Rate per 100,000 nationally out of 138 YOTs



INTRODUCTION

The Crime and Disorder Act 1998 places a statutory responsibility on local authorities acting with statutory partner agencies to establish a Youth Offending Team (YOT). The statutory function of the YOT is to co-ordinate the provision of youth justice services. The Act also sets out responsibilities in relation to the production of a Youth Justice Plan setting out how youth justice services are to be provided, how the YOT will operate and which functions it will carry out.

The Brighton & Hove Youth Justice Strategy covers a three year period from 2016/17 to 2018/19. While this strategy lays out the three year plan this is a yearly refresh to reflect any changes to the national and local youth justice landscape. While it was anticipated that the youth justice review would bring significant changes to the youth justice system and youth offending services, it has in fact not had the significant impact anticipated, with the majority of work and changes in the secure estate. However the government has committed to continue to ring fence the youth justice grant and work with local authorities to explore how local areas can be given greater flexibility to improve youth justice services.

The work of the Youth Offending Service (YOS) in Brighton & Hove continues to be governed by the Brighton & Hove Youth Justice Strategic Management Board which is comprised of statutory partners: Sussex Police, Probation, Families, Children and Learning and the Courts as well as representation from the Voluntary Sector. Brighton & Hove YOS sits within Children's Services in Brighton & Hove City Council.

Brighton & Hove YOS works with pan-Sussex YOS providers to ensure that we provide a joined up service across Sussex as young people move across geographic boundaries. This enables effective joint working with pan-Sussex partners. With changes in court services and the reduction in youth courts to two across Sussex, in Worthing and Hastings this joint work is essential. The positive relationships between the different providers and the court staff have supported the work on the transition to two courts. The three Sussex YOS' also work together with the Police and Crime Commissioner to address issues that affect young people and youth offending, and are joint partners on the Sussex Criminal Justice Board, currently represented by East Sussex YOS.

During 2016/17 the Reaching your Potential project ended and the work was absorbed into the YOS, continued additional support is given to young people coming out of custody through the development of care plans that link into services delivered by the community and voluntary sector in Brighton & Hove.

1. Purpose, Priorities and Values

The Youth Justice Plan overseen by the Brighton & Hove YOS Strategic Management Board will focus on three primary aims: to prevent and reduce offending; reduce the use of custody; and improve the outcomes for young people by working proactively with them and their families and carers.

Local Strategic Plans

The strategic plans which most closely relate to the strategic priorities of the YOS are the Corporate Plan, the Safe in the City Strategy and the Substance Misuse Strategy.

The role of the YOS partnership is to ensure that local partnerships and strategies give sufficient priority to the needs of children and young people at all stages of their involvement, (or potential for involvement) in the youth justice system. We will build on our partnership working in collaboration with the Safe in the City Partnership Board to ensure that the Youth Justice Plan feeds into, works alongside and incorporates the wider strategic plans for the city, including the Council's Strategic Plan, Safe in The City Strategy, Children's Strategy and the Public Health Business Plan.

The Youth Justice Strategy incorporates the purposes and ambitions of the City Council's Corporate Plan, based on the importance of the relationship between the council and the communities it serves, aiming to deliver:

- **A good life**
Ensuring a city for all ages, inclusive of everyone and protecting the most vulnerable
- **A well run city**
Keeping the city safe, clean, moving and connected.
- **A vibrant economy**
Promoting a world class economy with a local workforce to match
- **A modern council**
Providing open civic leadership and effective public services.

The service will ensure it works to the council principles of:

- **Public accountability**
- **Citizen focused**
- **Increasing equality**
- **Active citizenship**

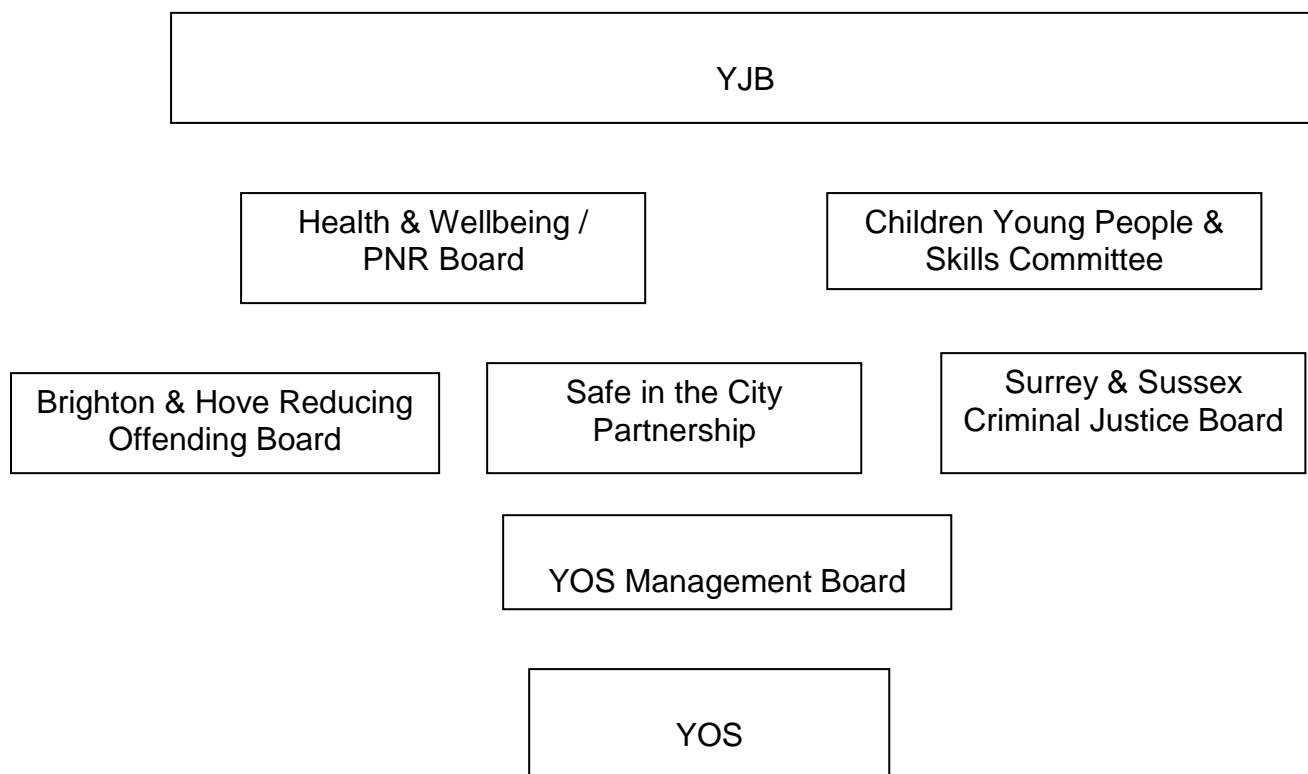
With support from all partner agencies, YOS staff are expected to enable good outcomes for our young people, families, communities and victims of crime. To achieve these outcomes, the YOS Partnership will ensure staff have the knowledge and skills to adhere to the council's six values:

- **Respect**
- **Collaboration**
- **Efficiency**
- **Openness**
- **Creativity**
- **Customer Focus**

Therefore, Brighton & Hove YOS seeks to:

1. Create a reflective and efficient culture that continuously improves, responds to lessons learned, and that reviews and consistently achieves good outcomes.
2. To manage risk and safeguard all vulnerable young people in the youth justice system and discourage those at risk of entering the system, ensuring there are no barriers to accessing services because of characteristics such as gender, sexuality, ethnicity, religion and/or disability.
3. To work collaboratively and creatively with young people and their families and carers to stop, or prevent, the young person's offending and support them to access services to enable them to realise their full potential.
4. We will support victims of youth offending, ensuring that restorative interventions are available to all victims and young people open to our service.

2. Structures and Governance



The YOS sits with the Social Work and YOS branch in the Families, Children and Learning Directorate within the city council. The YOS Service Manager is accountable to the Director of Families, Children and Learning through the Assistant Director of SW and YOS who monitors the YOS operationally through regular supervision. The YOS Management Board reports to the Safe in the City Partnership, chaired by the Chief Executive of Brighton & Hove City Council.

YOS Management Board

Governance of the YOS is provided by the YOS Strategic Management Board. It oversees the local delivery of responsibilities under the Crime and Disorder Act 1998 for the Youth Offending Service. Chaired by the Director of Families, Children and Learning, the Board is responsible for the governance of the Service and monitors and challenges the functions and performance of the YOS and the wider partnership. The Board reports to the City Council's Children and Young People's committee/Health and Well Being Board annually on the strategic plan and quarterly to the Safe in the City Partnership, the Reducing Reoffending Board and the Youth Justice Board. The YOS is represented at strategic level on the Brighton & Hove Safe in the City Partnership and LSCB. The YOS Board will also report to and seek governance from the Sussex Criminal Justice Board as appropriate.

The YOS Strategic Management Board meets quarterly and is made up of the members of the Community Safety Partnership who have statutory responsibility for YOS funding and other agencies, such as Courts and voluntary sector. The board is made up of members who are senior representatives of their organisations and are able to make a significant contribution to the prevention and reduction of youth crime, with enough seniority and authority to be able to commit resources to the YOS and wider youth crime agenda.

The YOS Strategic Management Board scrutinises YOS performance and develops actions for improvement where necessary. Its purpose is also to provide clarity for partners about the scope of their role in governing the YOS and to maintain a good understanding of the range and quality of youth justice services delivered in Brighton & Hove. Staffing and resource issues are reviewed and the Board assists in setting the strategic direction of the YOS.

The YOS Management Board takes an active role in ensuring that young people who come into the youth justice system and those on the periphery, have access to universal and specialist services within Brighton & Hove and that partner agencies recognise and maintain responsibility for contributing to the reduction of offending by children and young people.

The board is currently working with partners to look at wider issues around vulnerable and at risk adolescents and is considering whether the YOS board should become part of a wider adolescent board that has oversight and governance of the work in the city around the complex adolescents, this will incorporate and scrutinise housing, mental health, substance misuse, teenage pregnancy.

What the Board does to ensure effective governance

- Supports the YOS in achieving its principal aims of reducing the number of first time entrants, reducing reoffending and reducing the use of custody.
- Ensures the effective delivery of youth justice services via monitoring of the implementation of the annual youth justice strategic plan.
- Monitors YOS performance against the National Indicators by scrutinising comprehensive quarterly performance reports and monitoring the progress of the actions for improvement where needed.
- Scrutinises the YOS annual spending to ensure that all core YOS services are delivered within the allocated budget.
- Ensures that the YOS is fully integrated into and able to influence strategic developments with which the partners are engaged.
- Reviews YOS delivery through case studies and thematic reviews.
- Ensures timely submission of data, oversees compliance with secure estate placement information, completion of national standards audit and procedures for reviewing community safety and public protection incidents.

- Works to overcome barriers to delivery and holds partners to account, ensuring all make an effective contribution to delivering against key performance indicators.

All key partners are represented on the Management Board and where appropriate the Board will extend its membership to other partners to ensure the progression of a specific development issue.

Membership

Name	Role and Agency
Pinaki Ghoshal	Director of Families, Children and Learning, BHCC
Helen Gulvin	Assistant Director of Families, Children and Learning, BHCC
Andrea Saunders	Head of Sussex Probation Service
Naomi Hawes	Justice Clerk, Surrey and Sussex HMCTS
Gavin Thomas	Service Manager, Access to Education, BHCC
Chris Veale	Chief Inspector, Sussex Police
John Willett	Partnership Manager, Office of PCC
Debbie Piggott	Director, CRC
Tracey John	Assistant Director of Housing, BHCC
Peter Castleton	Community Safety Manager, BHCC
Kerry Clarke	Strategic Commissioner, Public Health, BHCC
To be identified	(Voluntary Sector Representative)
Anne Foster	Head of Commissioning, CCG

Inspections- Responses

During 2015/16 Brighton & Hove Management Board reviewed the HMIP Thematic Inspection on Desistance and Young People. It was recognised that moving to AssetPlus will enable the YOS to work in a more focused way around desistance. It was additionally identified that the move to the POD structure in the YOS and Social Work has allowed a greater joint focus on desistance.

The thematic inspection on Referral Orders was also reviewed by the board. It was recognised that Brighton & Hove YOS have over the last few years made significant strides in ensuring the YOS and Panels work well together to ensure robust processes and referral order plans are in place, as well as involvement of victims.

The thematic report on accommodation was brought to the board and as a result an audit on accommodation of 16-17 years olds is being undertaken to ensure that are in safe and appropriate accommodation.

3. Resourcing and Value for Money

Budgets

The YOS is funded through contributions from the statutory partner agencies in accordance with the Crime and Disorder Act 1998. These are the Local Authority (including Education), the National Probation Service, the National Health Service and the Police Service. The table below shows the amount of funding from each of the partner agencies for the year 2017/18.

Below is the current 2017/18 budget

Contributing organisation (2015/16)	Amount (£)	In Kind
BHCC	£941,400	0.1 Ed Psych
YJB	£258,362	Nil
PCC	£90,000	Nil
Police	£31,000	1 IOM Police Officer and 1 seconded Officer to the team
Probation	£5,000	0.5 probation officer
Health (SLA with SPFT, commissioned as part of CAMHS commissioning)	Nil	1 FTE Band 7 nurse and psychologist) 0.1 term time psychiatrist
Other	Nil	
Total	£1,325,762	

In April 2017, the YJB confirmed a 0.5% increase to the to the YJB grant for 2017/18. The local authority has reduced funding by £30,000 for 2017/18.

Following the formation of Community Rehabilitation Companies (CRC) and the National Probation Service (NPS), the National Offender Management Service (NOMS) and the YJB have undertaken a review of the partnership between YOTs and NPS, developing a national formula with regards NPS staff into local YOS. As a result, Probation staffing within Brighton and Hove YOS reduced during 2016-17 from a full

time post to 0.5 post. This created some tension and difficulties in terms of management of the number of transition cases.

Funding from the PCC is to be maintained at last year's level. Funding contributions from the NHS through staff in kind has been maintained. Police funding is currently being review pan Sussex.

Below is the projected budget expenditure

Staff	£1,022,432
Premises	£1,460
Travel	£15,700
Supplies & Services	£103,370
Central Support Services	£182,800
<u>Total budgeted spend</u>	<u>£1,325,762</u>

During the period covered by this Youth Justice Plan, it is likely that all agencies will be looking for opportunities to make further savings due to the scale of the financial challenges ahead.

Staffing

In accordance with the requirements of the Crime and Disorder Act 1998 the YOS has a workforce which is made up of professionals from a variety of agencies whose skills and experience complement the needs of our services users.

Staff are recruited into all the posts based upon their experience and expertise and their skills are developed through supervision, appraisal and training.

Regular analysis of need and review of service provision have underpinned staff training and development to ensure that partnership resources are used effectively. This will continue to be a priority and through the use of performance development plans we ensure that staff have clear direction and are enabled to further develop the skills required to respond to new youth justice legislation and the changing landscape in regard to regulation and inspection.

To ensure the quality of practice by the workforce, and as part of the workforce development plan, all staff will be supervised in line with Families, Children and Learning social work supervision policy and Performance Development Plans will be undertaken on a yearly basis with a 6 month review cycle. There is also a robust quality assurance framework in place to ensure staff are working in an effective evidence based way.

In recognising most young people now entering the youth justice system are complex, with high levels of presenting need and risk youth, we are now recruiting only qualified staff for case work positions.

The practice group (pod) structure within the service has allowed for greater support and mentoring from managers, senior workers and other qualified staff to unqualified practitioners who undertake case management.

The YOS has a good range of specialist skills in the team. Specialist services located within or attached to the YOS team include:

Children and Adolescent Mental Health Services (CAMHS) specialist nurse and psychologist; CAMHS consultant; substance misuse worker, educational psychologist; education workers, functional family therapy worker; a restorative justice coordinator; restorative justice support workers and a victim support worker.

The substance misuse worker while employed by the YOS is linked to ru-ok, the young person's specialist substance misuse service.

CAMHS provide a 0.5 mental health nurse and 0.5 psychologist into the service as well as a consultant for 1 session (4 hours) per week.

Through the provision of the education worker, the YOS is able to support young people into education, employment and training (ETE) as well as deliver restorative interventions in school. The workers also work with the behaviour and attendance team to address the educational needs of young people on the periphery of offending, alongside those who are working with the YOS.

In order to achieve the reductions in funding, vacant posts have been deleted. However, the service is constantly reviewing the skill mix in order to ensure that it has in place sufficiently skilled workers to maintain an effective service. During 2016/17 the YOS has struggled to recruit to a senior social worker post and currently reviewing its qualified workers roles and responsibilities. This mirrors wider difficulties in the recruitment of social workers across the South East.

The adolescent social work team and extended adolescent service are co-located with the YOS and this is enabling the YOS and social work services to develop and deliver intensive joint work to the complex, vulnerable, high risk adolescents that span the services. This has also enabled the YOS to work in a more robust joined up way with social work teams, on a range of issues, particularly when working with those young people at risk of child sexual exploitation and radicalisation.

Staffing by gender and ethnicity

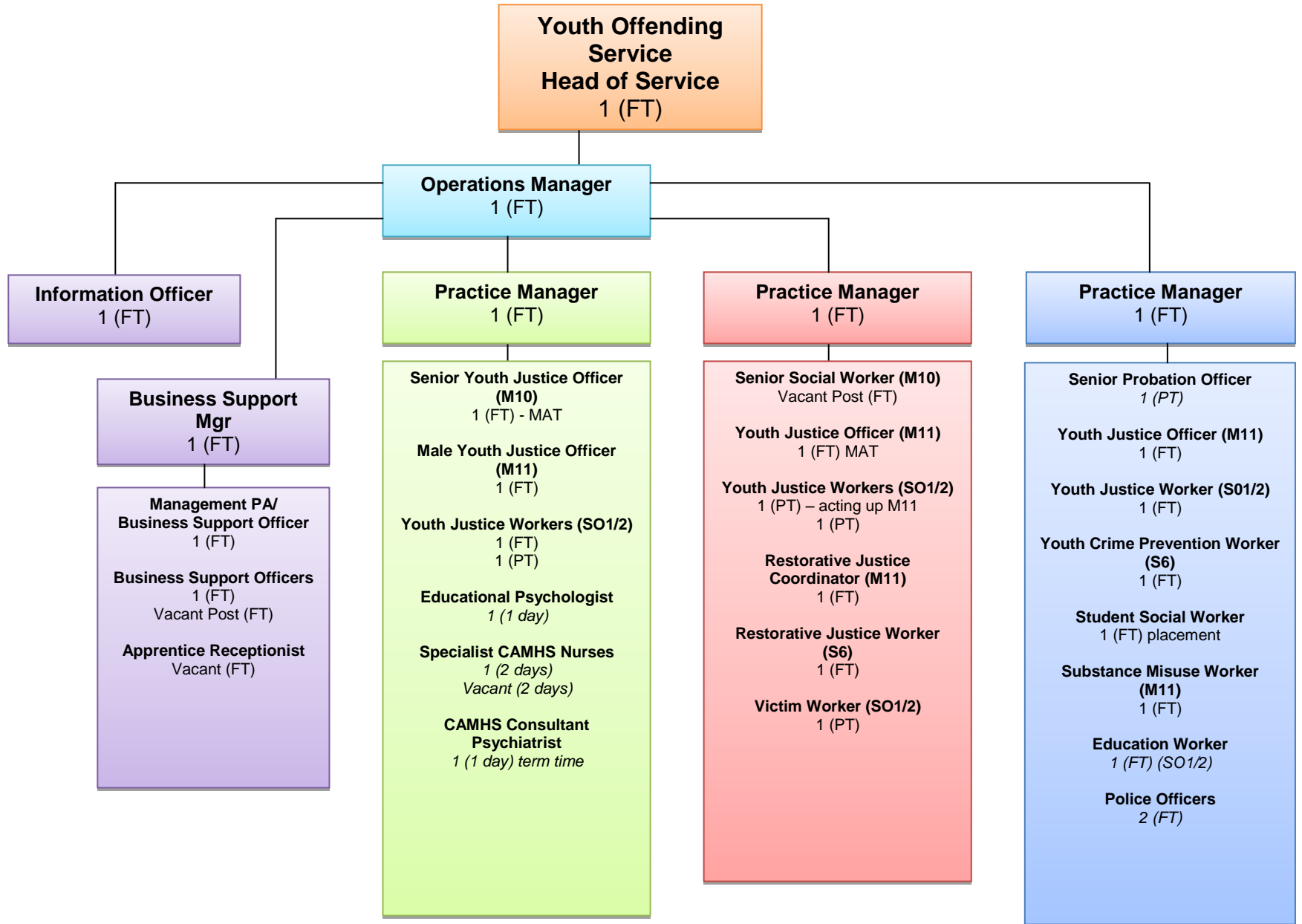
There are 31 staff in total in the YOS, of which 25 are White British, 1 White Other and 5 undisclosed, with 9 male staff and 22 female. There are 3 vacant posts and 2 staff on maternity leave.

Volunteers

There are 16 volunteers currently in the YOS, of which 15 are females and 2 male all are white British.

Restorative Justice Training:

In total 2 volunteers are trained as restorative conferences facilitators and 10 members of staff are Restorative Justice trained (including Restorative Justice Facilitators, Restorative Justice approaches, in Writing Wrongs intervention).



4. Partnership arrangements

Brighton & Hove YOS is a partner on the Surrey & Sussex Criminal Justice Board (SSCJB) and it is through this Board that the pan-Sussex work is monitored and the YOS is represented on the Board and all of the sub groups. The 3 Sussex YOS managers represent each other at all the pan-Sussex meetings, with East Sussex currently the YOS representative on the Surrey & Sussex Justice Board and Brighton & Hove and West Sussex on the subgroups. .

The YOS is a partnership which includes, but also extends beyond, the direct delivery of youth justice services. In order to deliver youth justice outcomes, the YOS must be able to function effectively in both of the two key sectors within which it operates:

- criminal justice services
- services for children and young people

The YOS partnership must ensure a strong strategic fit with the Families, Children and Learning Directorate and the Safe in the City Partnership, and through these into the wider local strategic partnerships and strategies.

In order to do this the YOS contributes to a number of the working groups which have been set up to develop and deliver appropriate plans and services to support the priorities for Brighton & Hove children and young people.

The YOS is represented by a number of multi-agency meetings including:

- Child and Adolescent Mental Health Services (CAMHS) Partnership
- LSCB
- Safe in the City Partnership
- Pan Sussex Police Crime Liaison Diversion Steering Group

During 2014/15 the YOS developed and rolled out protocols with Children's Social Care, to reduce the offending of children known, to them and to define roles and responsibilities in regard to the management of cases where both services are involved with the young person / family. During 2015/16 the YOS has worked with social work teams to embed the joint protocol. With the development of the social work pods and the YOS managers included in the management structure of social work all of this has led to an increase in joint working and understanding between the services. We undertook a joint audit of prolific reoffenders and the learning was shared between the YOS and social work and the YOS was involved in the LSCB joint audit of CSE cases. This has enabled us to develop closer joint working, with YOS managers now integrated into reflective supervision with social work managers and part of a Social Work Risk and Decision Making continued professional development masters module at University of Sussex. The YOS has also been asked to deliver guest lectures in youth justice at University of Sussex for the social work BA Honours and Masters courses.

The YOS continues to work closely with the Troubled Family Team (Integrated Team for Families) in Brighton & Hove. The YOS works with ITF to identify those young people and families known to the YOS who meet the Troubled Families criteria and works with them to ensure that any additional support needs are addressed.

The YOS is embedded in the Prevent partnership in Brighton & Hove and is a standing member of the Channel Panel. Additionally, the YOS Operations Manager is a trained WRAP and Prevent trainer.

Wider partnership agreements

The YOS has developed a number of wider partnership arrangements with the community and voluntary sector and across the statutory sector not just in Brighton & Hove but also with East and West Sussex.

Brighton & Hove, along with East and West Sussex, have worked in collaboration with the Functional Family Therapy team (FFT) to provide FFT to those at risk of receiving custodial sentences or entering care as a result of their offending.

The court provision continues to reduce across Sussex. Following the introduction of one Saturday court for the whole of Sussex, further reductions will be introduced in April 2017. At this time Brighton Youth Court will be moved to Worthing and there will be a joint Brighton/West Sussex Youth Court. We are working with West Sussex YOS to ensure we deliver the most effective service to all our young people and will monitor the impact of the move on our young people.

Brighton & Hove YOS with Audio Active received funding from Youth Music for a music mentoring project. This funding ended in 2016/17, however new funding is being sought in partnership with audio active and The Clock Tower Sanctuary.

Surrey & Sussex Justice Board

Brighton & Hove YOS is a member of the Sussex (and Surrey) Criminal Justice Board (SSCJB), with East and West Sussex YOS'.

Local Criminal Justice Boards (LCJBs) are an important element of the Criminal Justice System (CJS). The aim is to join up local criminal justice agencies across an area, and create a system where they work together to achieve common aims and objectives. The Surrey & Sussex Justice Board are working together to link up across the wider area and making significant progress in achieving both nationally and locally set targets. The aim is to deliver a more effective, transparent and responsive Criminal Justice System for victims and the public.

The Surrey & Sussex Criminal Justice Board is committed to delivering improvements for victims and witnesses, suspects and offenders, and the general public of Surrey & Sussex through investments in modern technology and better ways of working.

Representation on the SSCJB for YOS is undertaken currently by the Heads of Service for the three Sussex Youth Offending Services on a rotational basis, East Sussex currently represents the three authorities. There are a number of working groups set up to develop and deliver the SCJ Board's priorities. These consist of representatives of the Criminal Justice Agencies within Sussex. YOS representation on these working groups is shared amongst the Sussex YOS Managers. Currently Brighton & Hove is a member of the Efficiency Board, and the Sussex Restorative Justice Partnership. The role of the efficiency board group is to oversee the roll out of Transforming Summary Justice, review IT systems across the criminal justice system and identify where efficiencies can be made, for example through the linking up of IT systems and the use of video conferencing.

Brighton & Hove YOS is fully involved with SSCJB in contributing to the vision and strategy.

Sussex Police and Crime Commissioner

Brighton & Hove YOS works closely with the PCC and the local Safe in the City partnership, receiving funding from the PCC via the community Safety Grant agreement. As part of this close working the YOS is working with the PCC to support the delivery of its 4 main objectives

1. Strengthen local policing
2. Work with local communities and partners to keep Sussex safe
3. Protect our vulnerable and help victims cope and recover from crime and abuse
4. Improve access to justice for victims and witnesses

The YOS with this partnership is working towards the Restorative Service Quality Marker (RSQM)

5. Risk and Development in Future Delivery

Financial

The greatest risk to future delivery is the financial uncertainty faced within the public sector and within the criminal justice system. The YOS effective practice grant, which makes up

about 30% of the YOS overall budget, this has remained at its 2016/17 level. The statutory members of the YOS partnership, including the Local Authority, are all experiencing pressures within their own agencies and this will inevitably affect the degree to which they are able to contribute financially and 'in kind' to the YOS. Within Brighton & Hove the impact of the local authority reduction in early help and the youth service are not yet known, however it may have a long term effect on the number of FTE's. It is likely that a significant number of young people known to these services are diverted away from the criminal justice system and offending.

The YOS structure has enabled the YOS to use staff resources creatively, by mixing roles and responsibilities of statutory, preventative and part time staff in order to meet the needs of the client group and service priorities. While the YOS Partnership has ensured that flexibility and a range of skills are contained within the workforce, over the last three years there has been a gradual reduction of staff and posts. In the future as resources become more constrained, the YOS partnership will have to review what it delivers.

Due to the work diverting young people out of the criminal justice system and away from offending, those now in the system nationally are more complex and have high level needs. Brighton & Hove YOS recognise this and aims to recruit qualified staff to work with young people on statutory orders. However, recruitment is difficult and over the last year has failed to recruit to a vacant social worker post despite advertising three times. While the requirements of this post are being reviewed, the recruitment of qualified staff continues to be an issue, made more difficult by the fact that there is no recognised professional qualification/registration for youth justice practitioners.

As a result of the Legal Aid Sentencing and Punishment of Offenders Act (LASPO), from 2013/14, remand budgets previously funded from central government became the responsibility of Local Authorities. While some funding is provided by the Youth Justice Board were cuts to this budget in 2016/17 and it is not yet known if there will be any further reductions in 2017/18. During 2016/17, we have had a significant increase in the number of remanded bed nights used due to some young people having significant remand periods due to the seriousness of their offending and Crown Court remittals. It is essential that the YOS continues to work closely with social work teams and other partners to provide robust packages that divert young people both away from custody and remand.

Structural Changes

The YOS in 2016/17 saw a reduction in staffing levels from probation and a reduction in their ongoing funding. While the funding reduction has been absorbed the reduction in staffing has offered some challenges, particularly in managing the number of young people transitioning to probation. This has increased with Probation now able to work with 18 year olds on Referral Orders.

The YOS Partnership will need to ensure that the National Probation Service and Community Rehabilitation Companies continue work with the YOS board, to manage the transitions of young people into adult services, ensuring they receive a safe and appropriate service which addresses their needs as offenders but also as young adults.

Challenges

Brighton & Hove YOS has begun to make inroads in the work with young people who are re-offending and the reoffending rates have been dropping. . The numbers have been reducing since January 2013, while the reduction was slow initially there has been a significant reduction since July 2013 up to March 2015 (the most recent data), with a 15% reduction in this time period. However while the numbers are reducing and the overall percentage of those in the cohort who re-offend is also decreasing the number of offences committed per offender remains high. Despite the significant reduction the re-offending rate

During 2016/17, Brighton & Hove YOS moved to AssetPlus, the new assessment and planning framework developed by the Youth Justice Board (YJB) to replace Asset and its associated tools. It incorporates both the lessons learned from Asset and reflects updated research and academic theory. The tool is designed to reflect the changing context for practice in which there is greater emphasis being placed on flexibility and the importance of professional discretion and judgement, and marks a significant change to youth justice practice.

While AssetPlus has been rolled out, a number of implications for our working practices have arisen. This includes our quality assurance processes, IT systems, and our interface with our partner agencies including the Courts and our transfers from YOS to YOS and YOS to adult services. These areas have all been reviewed and are under ongoing scrutiny.

Joint work with young women and young men at risk of serious harm and criminal activity is developing within Families, Children and Learning, Adolescent Provision. This service enables YOS and Children's social work staff to collaborate closely and make good use of resources and skills.

With the increase in the number of young people at risk of radicalisation and exploitation over the last year, the YOS has worked closely with the Police, Prevent Team and wider Families, Children and Learning to address the issues facing young people in Brighton & Hove.

Key Priorities

Throughout all of the priorities there will be some cross cutting themes that the management board will monitor. These will be:

- Quality of practice monitored through the workforce development plan
- Service user perspective and participation, monitored through service user feedback and the development of a service user forum, in line with the wider Families, Children and Learning Participation Strategy which is being developed
- Equality and Diversity through the Equality Impact Assessment on the Strategic plan
- Pan-Sussex work through the Sussex Criminal Justice Board.

In order to ensure that the priorities are being met across all agencies there will be annual analytical review of the causes and patterns of crime and disorder in the city. Key findings from the analysis will inform both the YOS strategic review and plan but also partners' business plans. It will include a review of offence types and characteristics of offenders.

The key priorities for 2017/18 are:

1. Preventing youth crime and reducing offending
2. Reducing reoffending
3. Keeping the number of children and young people in custody to a minimum
4. To ensure that victims are at the heart of the work with young people in our service, and the voice of victims is heard
5. To reduce the number of vulnerable young people in the youth justice system, with a focus on looked after children and those at risk of exploitation.

Priority 1:

Preventing Youth Crime and Reducing Offending

Why is this a priority?

Intervening early to address risk factors, challenge anti-social behaviour and improve parenting, prevents children, young people and their families from becoming socially excluded and therefore less likely to offend or reoffend in the future.

What is our aim?

Building on the success in the reduction of the number of First Time Entrants (FTEs) into the youth justice system and recognising that the numbers have now stabilised.

Prevent those receiving early out of court disposals from progressing further into the youth justice system.

Increase the number of appropriate and timely referrals into the YOS diversion route by Police Neighbourhood Teams, the Schools Police Officers and Children's Social Care Teams.

Continue to ensure the YOS is linked into the Early Help Hub and MASH (Multi Agency Safeguarding Hub) to contribute to early intervention and diversion.

What our Target number is.

Our target is to maintain the number of FTEs below 37.

How will we measure success?

Referral rates into YOS diversion alongside the number of FTEs will be monitored on a quarterly basis by the YOS Performance Management Board.

The YOS will also report to the management board:

- The number of FTE's
- Number of young people completing a prevention intervention programme
- Number of young people whose risk of reoffending has been reduced after completing an intervention programme

- Number of young people completing a prevention programme who have not been charged within 6 months of completion.

What we will achieve

- Maintain a low level of FTE whilst ensuring that those who do not respond to prevention programmes are responded to appropriately.
- Continued close working between and including ITF (Integrated Team for Families), PCST (Partnership Community Safety team), Social Care and the police, to achieve a reduction in crime and anti-social behaviour with the children and young people from families who meet the ITF criteria.
- Embedding restorative interventions in prevention and diversion work.

How will we do this?

- Continued partnership working with ru-ok?, YES (Youth Employability Service), ITF, Social Work services.
- All parents/carers whose children are referred into the YOS Prevention Service will be offered an individual or group parenting intervention.
- Regular Meetings will take place between partners and the YOS to discuss current cases/vulnerable young people, children in care and identify those at risk of offending to offer early interventions and diversion away from the criminal justice system.
- Work in partnership with Sussex Police and deliver the joint decision making prevention panel.

2016/17 position

During 2016/17 we achieved

- A reduction in FTE's from 51 in 2015/16 to 37 young people
- Brighton & Hove's FTE rate for the year period ending 30th September 2016 is 185 per 100,000 which is considerably lower than the national average at 334 per 100,000 and the regional rate of 269 per 100,000. The rate for our statistical neighbours is 364 per 100,000 and 446 per 100,000 for our contextual neighbours.
- Brighton & Hove's FTE rate has fallen from 260 per 100,000 for the year ending 30th September 2015 and from 227 from the year ending 30th June 2016.

Priority 2:

Reducing Reoffending

Why is this a priority?

Reducing reoffending by children and young people can significantly improve their life chances as well as having a wider impact on local communities. Breaking the cycle of reoffending will result in safer communities and fewer victims of crime.

Reducing reoffending by Children in Care (CIC) is particularly important as this group of children and young people are already disadvantaged by their earlier life experiences and their offending can be the result of poor coping skills, rather than criminal intent. Nationally, CIC and care leavers are over represented in the youth justice system, so all agencies must work together to ensure that this over representation is not reflected locally.

In Brighton & Hove over the last few years the cohort of young people offending has reduced, from 350 in 2010/11 to 132 in 2014/15, and the number of offences committed has reduced from 549 in 2010/11 to 251 in 2014/15. At the same time the number of young people reoffending has decreased. In 2013/14 there were 86 reoffenders out of a cohort of 179 while in 2014/15 we saw a reduction in the cohort to 132 of which 52 were re-offenders.

The binary rate (number of offenders in the cohort who go on to reoffend) has fallen from 48% between April 2013 and March 2014 to 39.4% between April 2014 and March 2015. The rate having previously been significantly above the national average is now only just above the national figure of 37.7% and the South East average of 35%.

Brighton & Hove remains above the national and regional averages for the frequency rate of reoffending (the number of reoffences per reoffender) at 4.83 between April 2014 and March 2015. This is significantly above the national average of 3.27 and South East average of 3.28 for the April 2014 to March 2015 period.

In 2014 we set a reduction rate of reoffending based on previous year's figures of 10% and 15%. Due to the time lag in data this is difficult to measure in real time. However with the publication of the 2014/15 data we have achieved the 2016/17 amber target of 56.

What is our aim?

A proportion of young people reoffend. Within this number is a small cohort who commits a significant number of re-offences. We aim to address reoffending with our partner agencies, targeting those high risk young people and ensure there are robust joined up plans in place, which will lead to a reduction in offending behaviour and enhance public protection.

We aim to continue to reduce the number of young people who reoffend.

What our Target number is.

Reduce the number of young people reoffending by 10%, from 46 to 41 young people.

How will we measure success?

Data will be provided quarterly to the YOS Performance Management Board on the reoffending rate.

The YOS will also provide:

- Proportion of statutory interventions completed successfully (without reoffending)
- Proportion of young people whose risk of reoffending has reduced on completion of a YOS intervention

What will we aim to achieve this coming year

- Prevent those receiving early out of court disposals or conditional discharge from reoffending and progressing through the youth justice system
- Reduce the rate of reoffending locally and ensure that Brighton & Hove performance compares favourably with the overall performance of the South East region
- Reduce the reoffending rate amongst Brighton & Hove Children in Care
- Increase the use of restorative justice amongst partner agencies and placement providers working with Children in Care to enable alternatives to prosecution to be considered
- Ensure continuation of support from partner agencies following completion of Court Ordered interventions by YOS so that the risk of reoffending is reduced
- Effective use of AssetPlus across the service.

How will we do this?

- We will continue to offer voluntary intervention to young people and families when a child or young person has received an Out of Court Disposal or Conditional Discharge
- Through YOS Quality Assurance processes, implementation of our new assessment and planning framework, AssetPlus, and partnership working, we will ensure that intervention plans to prevent reoffending are robust, sequenced and

targeted at the risk factors closely linked to the likelihood of reoffending and risk of harm to others

- Ensure that on case closure, the exit strategy provides appropriate support from partner agencies, including education, for the child or young person and their family to prevent reoffending
- Monitor and review intervention plans for Children in Care who offend with social care teams and education services
- Continue to ensure joint working with Social Care and education services to deliver robust joined up work at both a prevention level and for those within the youth justice system
- Ensure that robust risk management and compliance policies and protocol are adhered to, including cases transferred in from other areas
- We will monitor all those who are high risk and subject to MAPPA / Prevent
- We will continue to understand trends in reoffending, enabling us to amend plans as required.

2016/17 Position

- All young people who receive a conditional discharge are now offered a voluntary intervention.
- All young people who fail to comply with statutory requirements are given warnings in line with national standards. Additionally young people are offered a compliance panel to re-engage them. Those who continue to disengage are returned to court for breach of their order.
- Considerable work has been undertaken analysing our reoffending cohort, to understand better the trends and patterns of this group. The YOS continues to monitor this group and undertook a joint audit with social care looking at a group of high profile reoffenders.
- Continued to deliver a joint post with education to work with the most complex young people and deliver Rapid English, an evidence based communication skills programme.
- Implemented robust quality assurance processes.
- Monitoring and reviewing plans of high risk young people with multi agency partners, including Independent Reviewing Officers.
- Development of joint work with the Adolescent Social Work team.

- Development and delivery of gender specific programmes, individual and group work, to meet the needs of vulnerable high risk young women and men and the recruitment of a male worker to address and work with issues around masculinity and offending.

Priority 3:

Keeping the number of children and young people in custody to a minimum

Why is this a priority?

We know that custody has a detrimental impact on the lives of children and young people and their families and that their resettlement in the community is difficult.

Reoffending statistics show that short custodial sentences, in particular, are not effective in reducing further offending on release. Conversely, evidence demonstrates youth incarceration can increase reoffending. It is a priority for the YOS and partners to encourage courts to use community sentences in place of custody for all but the most serious cases.

What is our aim?

Ensure that only those who commit the most serious offences or present a risk to the local community are remanded to Youth Detention Accommodation (YDA) or receive a custodial sentence.

Maintain the confidence of partner agencies and the general public by providing robust interventions in the community as an alternative to custody.

Ensure that children and young people leaving custody receive effective support and supervision as they transfer from the secure estate and resettle into the community, to prevent them returning to custody for failure to comply with licence conditions.

What our Target number is.

We aim to reduce the number in custody to 7.

How will we measure success?

Data will be supplied to the YOS Performance Management Board on the numbers of young people remanded to youth detention accommodation or sentenced to custody on a quarterly basis.

What will we aim to achieve this coming year

- Ensure that only those young people who have committed the most serious offences or are a present risk to the public receive a custodial sentence or are remanded to YDA.
- Provide robust alternatives to custody, utilising partner agency resources.

How will we do this?

- Provide the Courts with robust bail support packages, which include support from partner agencies where appropriate, to reduce the risk of remand to Local Authority Accommodation or remand to Youth Detention Accommodation.
- YOS Service Manager will continue to work with the Her Majesties Court Services to improve the throughput for youth cases going through the courts, in order to avoid long periods of remand.
- YOS, social care and education will develop robust joint working processes to identify at an earlier point, those who may be at risk of remand, to ensure support packages are in place, particularly around education and accommodation issues.
- For those young people who are in custody, YOS will begin planning for a young person's release from custody (remand or sentence) at the earliest opportunity.
- Develop custody panels that review all custody cases and lessons learnt taken forward.

2016/17 Position

- There has been a reduction in the number of young people sentenced to custody during 2016/17 from 9 young people to 8.
- The YOS has written 18 all options Pre-Sentence Reports informing courts where young people are eligible and the court is considering custody. Of these, 11 were sentenced to a community alternative. This is a significant reduction from 2015/16, when the courts asked for 36 all option PSR's.
- All plans for young people due for release from custody are agreed at the multi-agency risk management panel and planning commences at the start of the custodial period, ensuring notice of supervision (custody licences) address the needs of the young person, and are formulated in collaboration with partner agencies (alongside the young person, family and, where appropriate, the victim).

Priority 4:

To ensure that victims are at the heart of the work with young people and victims voices are heard

Why is this a priority?

Restorative interventions provide victims of crime and young people, the opportunity to explore the impact of harm, identify means to restore the harm, and through this, move on from the offence. Restorative justice tends to result in high levels of victim and young person satisfaction and can contribute to a young person's desistance from offending. By extension, restorative interventions, such as indirect community reparation assists in repairing the harm caused to the wider community by youth crime locally.

What is our aim?

Our aim is ensure that every victim is offered a restorative intervention, all court reports include the voice of the victim and all young people's plans take account of victim needs and wishes when addressing offending and its impact.

Our child focused responsibilities need to coexist with our obligations to victims of crime. The YOS partnership wants to ensure that victims are treated with care and compassion, with their needs placed at the heart of the response from police, YOS and partners,

How will we measure success?

- The YOS partnership will closely monitor levels of restorative interventions offered and taken up on statutory, prevention and where appropriate diversions cases.
- The YOS will seek feedback from victims and young offenders with their satisfaction regarding restorative interventions.
- Monitor the number of restorative justice processes (direct/indirect) completed in the quarter.
- Monitor interventions offered in schools by the YOS schools restorative justice worker.

What will we aim to achieve this coming year

- We will continue to ensure compliance with the Victim's Charter.

- We will work with the wider partnership towards developing Brighton as a restorative city.
- We will create a restorative intervention to work across all schools in Brighton & Hove.
- Develop a robust reparation programme that increases community involvement and use of volunteers.
- We will work with Fostering team to roll out and use restorative justice interventions when placements are at risk or incidents occurred.
- To work with adult social care to support them to look at how RJ interventions can be used in their work and how we can use RJ interventions.

How will we do this?

- Cases will be quality assured by managers and discussed in reflective supervision.
- The Restorative Justice Coordinator will continue to develop links with community groups to:
 - ◆ increase community involvement,
 - ◆ develop restorative interventions within the local communities
 - ◆ increase volunteers from local communities who wish to deliver RJ, and be part of the referral order panels.
- Ensure pathways are in place with the police, to enable the YOS to contact victims at the earliest opportunity.
- To work with the Brighton Restorative Justice Hub and Sussex Restorative Justice Partnership to develop a restorative city and ensure learnings from across the area and nationally are taken forward and developed.
- Embed restorative approaches across the service delivery model and work with partners on the development of a restorative city.

2016/17 Position

- Continued adherence to the victim code of practice.
- Working with the Restorative Practice Development Officer to support the development of restorative city
- Developing AQA accreditation for young people for the skills they developed when working on restorative interventions Begun work with schools delivering RJ interventions in schools and training up school staff.

Priority 5:

To reduce the number of vulnerable young people in the youth justice system, with a focus on children in care and those at risk of exploitation.

Why is this a priority?

Working Together to Safeguard Children 2015 and the Children's Act 2004 place specific responsibility on agencies, including the Local Authority and the police, to safeguard and promote the welfare of all children. As a result, the safety and wellbeing of young people referred to the YOS is paramount. By virtue of their involvement in offending, our young people should be seen as in need of care and protection. Equally, there are a number of other circumstances that make young people particularly vulnerable, particularly through exploitation, whether it be sexual risk, radicalisation or crime and their actions are most appropriately seen through a safeguarding lens rather than a criminal one.

Children known to social work teams continue to be significantly over represented in the youth justice system while children in care are over represented relative to their non-looked after peers, who are 2 to 3 times less likely to offend. Furthermore, unacceptably high numbers of CIC are in the prison system. A survey (Prisoners' childhood and family backgrounds, Ministry of Justice) published in March 2012 looking at the past and present family circumstances of 1,435 newly sentenced (2005 and 2006) prisoners reported that 24% stated that they had been in care at some point during their childhood. Those who had been in care were younger when they were first arrested, and were more likely to be re-convicted in the year after release from custody than those who had never been in care. In Brighton and Hove we have seen a significant reduction in the number of children in care within our first time entrant's figures. However the proportion of the number of child in care has not reduced. This is because a number of the high risk young people have entered the care system as a result of them becoming known to the YOS.

It is therefore essential that we recognise the needs of children in care and those within the social work system and the risks they face with regard to entering the youth justice system. At the same time the Youth Justice Strategic Partnership wishes to develop an approach that can identify those young people who are at risk of, or are experiencing a combination of safeguarding and vulnerability factors that, unless addressed, make contact with the youth justice system more likely. This requires an understanding of youth offending as an indicator of safeguarding need, thus by seeing offending through a safeguarding 'lens' the most prolific young people are recognised as also the most 'troubled', rather than 'troublesome'. By addressing offending as a safeguarding issue it enables not only looked after young people to be identified at an earlier point but also the highly vulnerable. Through the development and co-location of the adolescent social work pod, this work has begun. However, to build on this work, the partnership needs to develop not only the links between safeguarding and the YOS, but also consider how as partner agencies, adolescent vulnerability and safeguarding is addressed more broadly.

What is our aim?

- To reduce the number of vulnerable young people entering into the youth justice system.
- To reduce the number of vulnerable young people who prolifically offend.
- To reduce the number of young people entering care due to their offending behaviours.
- To ensure that all those young people who are children in care and enter into the adult criminal justice system, either through transition or reoffending, are fully supported, and an understanding of their looked after status and support needed is considered within their plan by probation and CRC's (Community Rehabilitation Companies).

How will we measure success?

Data on the number of children in care in the youth justice system in Brighton & Hove will be provided to the YOS management board on a quarterly basis

The YOS will provide

- Number of children in care on the caseload on the last day of each quarter (excluding remand LAC status)
- Proportion of First Time Entrants to the youth justice system who are in care.
- The proportion of young people in the youth justice system known to social care

Through social care the partnership will also monitor the level of offending for those placed out of area.

We will monitor the number of young people known to be at risk of radicalisation and CSE.

We will monitor the number of young people who enter care after entering the youth justice system.

What will we aim to achieve this coming year

- Sustain (or reduce) the number of looked after young people who are entering the youth justice system.
- Reduction in the number of children in care who reoffend.
- Reduction in number of children in care who are remanded.

- Reduction in the number of children in the youth justice system who enter care as a result of their behaviour.

How will we do this?

- Continue to provide training to social care pods and Independent Reviewing Officer's (IRO's) on the youth justice system.
- Ensure the YOS is embedded in adolescent service.
- Continue to work with the police and wider partners to deliver a joint decision making panel for diversion and prosecutions.
- Deliver training to magistrates and police on children in Care
- YOS will work with Leaving Care pod and Housing to address housing needs of children in care who are released from custody.
- Ensure representation on the Prevent/Channel meetings along with child sexual exploitation and any other meeting related to young people at risk of exploitation.

2016/17 Position

- We continue to deliver training on the criminal justice system to IRO's and social care teams.
- We have embedded joint working between the YOS and social work teams.
- YOS is a standing member of Channel.
- We have an IRO attend all multi agency management of risk meetings.
- Work with the police and partners to recognise vulnerable young people at risk of entering the criminal justice system and putting in place robust plans around them.

Subject:	Families, Children & Learning Annual Report 2016/17 and Looking Ahead		
Date of Meeting:	19th June 2017		
Report of:	Executive Director- Families, Children & Learning		
Contact Officer:	Name:	Carolyn Bristow	Tel: 01273 293736
	Email:	Carolyn.bristow@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 To set out a summary of the work of the Families, Children & Learning Directorate over the past 12 months and to communicate our intentions for the next year and beyond.

2. RECOMMENDATIONS:

- 2.1 That the committee note the report

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 In June 2016 an annual report was produced for the first time. This report set out key achievements from the past year. It was recommended that future reports are briefer yet formatted better for communication purposes.
- 3.2 This report can be used with a variety of audiences for a number of purposes. It communicates some of our key achievements and challenges from the past year and sets out our key planned activity for 2017/18 and beyond.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 It is good practice for a directorate such as Families, Children & Learning to produce an annual communication of its activities.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The Families, Children & Learning directorate undertakes a wide range of engagements and consultation activities in a number of areas. Proposals that include significant changes are always subject to a range of consultation activities, with staff, trades unions and with service users. Children & Young People are engaged with in a number of ways to find out their views on our services, this is especially true of some of our vulnerable groups such as disabled and children in care.

- 5.2 Our report sets out how we want to do things differently in the future, this includes speaking to young people and working with our partners to explore how we can make Brighton & Hove a better place for all.

6. CONCLUSION

- 6.1 Members are asked to note the attached report

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The final outturn for Families, Children and Learning in 2016/17 was an overspend of £3.945m against a General Fund net budget of £80.407m. Budget savings of £5.480m, Pressure funding of £6.236m and Commitment funding of £0.278m have been agreed for 2017/18. It is anticipated that the budget will be under pressure in 2017/18 as a result of ongoing levels of demand on Adults Learning Disability and Children's placements.

Finance Officer Consulted: Louise Hoten

Date: 25/04/17

Legal Implications:

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

Lawyer Consulted: Elizabeth Culbert

Date: 02/05/17

Equalities Implications:

- 7.3 The Families, Children & Learning directorate is committed to improving outcomes for the most vulnerable and excluded children, young people and adults with learning disabilities in the city. Our report sets out how we are going to take this work forward over the next year and beyond.

Sustainability Implications:

- 7.4 N/A

SUPPORTING DOCUMENTATION

Appendices:

1. Families, Children & Learning Annual Report 2016/17 and Looking Ahead

Documents in Members' Rooms

1. None

Background Documents

1. None



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Families, Children and Learning

Working with others to ensure no one is left behind

Our annual report for 2016-17 and
our plans for 2017-18 and beyond



Brighton & Hove
City Council

Introduction

Watch this short video to hear from our Lead Member and our Director and find out their reflections on the past year and their ambitions for the year ahead.



Dan Chapman

Lead Member for Families,
Children & Learning
Chair of Children, Young
People & Skills Committee



Pinaki Ghoshal

Executive Director
of Families, Children
& Learning



The children we work with in Brighton & Hove

51,000

children living in Brighton & Hove

32,190

children attending school

4,237

children eligible for free school meals

90%

get one of their preferred primary phase schools

2,160

children supported by social work to be safe (including 412 children in care)

84%

get one of their preferred secondary schools

2,021

young people supported by youth services

6,156

children receive SEND support (including 972 with Education, Health & Care plans)

3,159

children attending council nurseries and children's centres

7,230

students attending post 16 providers

4,004

pupils have English as an Additional Language (including 885 directly supported by us)

784

families engaged in the troubled families programme

37

unaccompanied asylum seeking children



7

council-run nurseries/ pre-schools

7

designated children's centres

52

primary phase schools

10

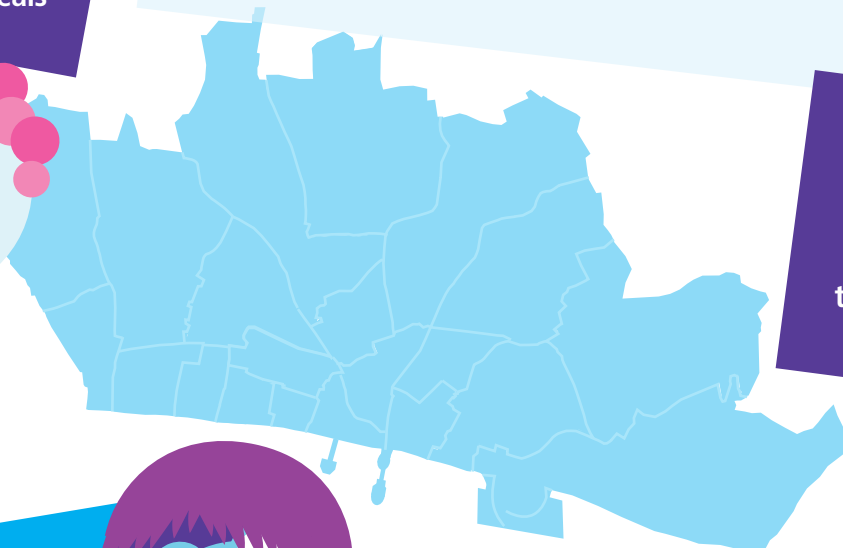
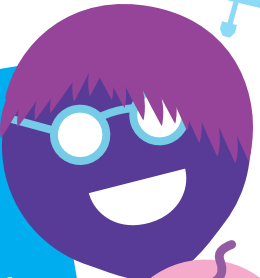
secondary phase schools

8

special schools and PRUs

2

children's homes



Our services are performing well



Greatly improved results

in our schools. 60% five-plus A*-C GCSE results, above the national average.

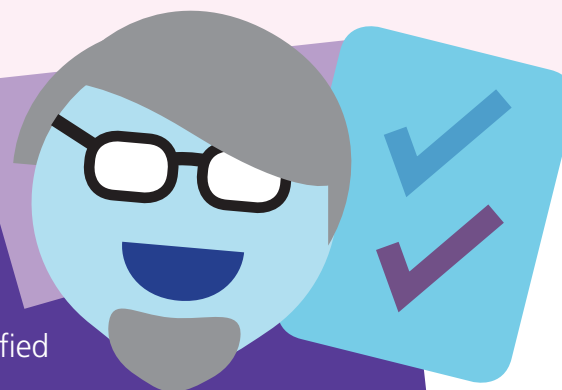
93% of schools rated good or outstanding

by Ofsted.



88% of two year olds eligible for a free childcare place take one up

and the provision is of a very high quality.



Positive feedback for SEND services

19% of children in the city have some kind of identified additional need. Ofsted/Quality Care Commission inspection gave positive feedback to our SEND services about staff, provision and work with parents and carers.

Inspectors tell us we know our services well. The Minister of State for Vulnerable Children and Families sent us a letter praising our inspection results.

Significantly improved quality of social work

The recent LGA safeguarding peer review said "social workers and support staff at every level were impressive".



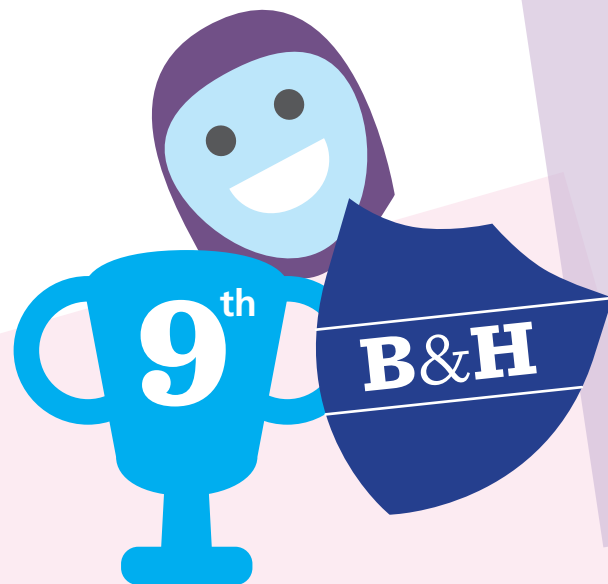
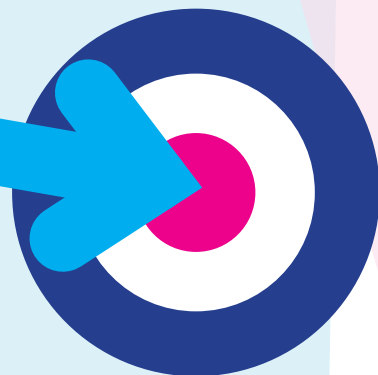
Take a look at our video about the outstanding Jump Start Nursery

Increase in the number of in-house foster carers

(paid for directly by us and not an agency) in the last year. We currently have 55% in house with a target of 65% by 2018. This will help save a lot of money from our placements budget.

Now
55%

2018
65%



Numbers of young people

who are not in education, employment or training continue to be below the national average, and for care leavers we are ranked 9th out of 150 local authorities.



Reduction in the number of young offenders

who have reoffended or had a custodial sentence over the last few years. Ranked sixth lowest out of 138 Youth Offending Teams nationally.



Well done all!

Our challenges for the years ahead

- Improve educational outcomes for disadvantaged young people
- Boost apprentice numbers
- Tackle inequality
- Provide school places where required
- Improve the emotional wellbeing of young people
- Strengthen our partnerships
- Ensure this is a city with opportunities for children and families to wander and wonder.

Staff and teams were finalists

in a variety of national awards including the Youth Employability Service, The Early Parenting Assessment Programme, the Virtual School, the multi-agency Breastfeeding Team, Apprentice of the year, a newly qualified Social Worker and our Principal Social Worker.

Feedback

We actively seek feedback about our services particularly from service users themselves.

In the past year:

- There have been more than twice as many recorded compliments about our staff and services in 2016/17 (128) as 2015/16 (56).
- The number of complaints received in 2016/17 (82) is two thirds of that received in 2015/16 (120).
- The number of complaints from Children in Care received in 2016/17 (9) is 50% less than in 2015/16 (18).
- The proportion of complaints escalating to Stage 2 reduced from 26% in 2015/16 to 11% in 2016/17.
- There has been continual improvements made in our response times to complaints.



128

compliments



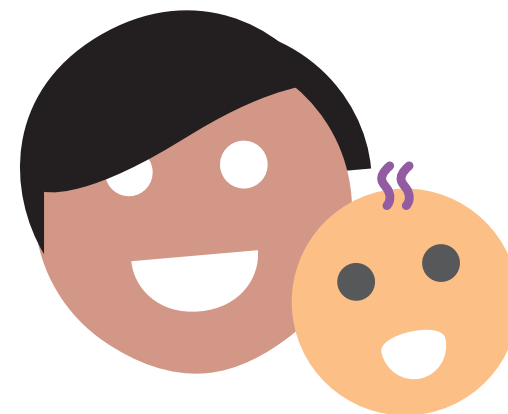
complaints

“Thank you for all the support over the past year! We’d have been quite lost without it. The work you do is so invaluable to families in need and I wanted you to know that you are appreciated”



Our numbers of children in care have fallen,

but we remain above national averages and we have a higher number of children on child protection plans.



“My social worker helps me to understand and explains things in a way that makes sense to me”

We take the health of our children in care seriously



93%

- 93% have up to date immunisations
- 89% have up to date dental checks
- 93% have up to date health checks
- All above the national averages



“Our family coach was very nice and easy to talk to. She helped us realise that we were capable of doing things”

Council committee decisions

Key decisions from the Children, Young People & Skills Committee and the Health & Wellbeing Board in 2016/17 include:

A financial trust has been created

to enable care leavers to have savings. This will give them greater options on life choices as they move to independence.



Progress on our review on services

for those with SEND. The next step is a formal consultation about realigning some of the special school provision.



Agreement to further explore the option of creating an additional week's school holiday outside of the usual times. This was in response to a consultation asking the council to explore how families can get access to cheaper holidays. An additional week is planned for October 2017.



A pilot project was agreed to better support the mental health of pupils in schools. This has now been expanded to roll out to all schools in the city. Early findings suggest that more targeted local support can stop young people needing more intensive support later on.



Difficult decisions were made

at Budget Council in February 2017 to help us meet our savings targets. A range of services across FCL were affected including reductions to the youth service and to our early help provision. Services are now being redesigned to ensure that the most vulnerable are protected as much as possible.



Agreement to explore the establishment of an educational partnership in the city



Our plans for 17/18 and beyond

Our [Families, Children & Learning directorate plan](#) sets out our vision, objectives and key actions for the next few years.



We want to:

- Listen to the voice of all our service users and their families
- Help our service users live happy, safe and positive lives – helping people to achieve their potential
- Continue to drive the education, learning and skills agenda for all in the city
- Take a whole family approach and ensure no one is left behind
- Create a city where all our service users feel proud, supported and part of their communities
- Continue to drive changes in our workforce so that it reflects our local communities.

Our key objectives and actions

1. Work as one Families, Children & Learning directorate and with partners, taking a whole family approach to improve outcomes for all disadvantaged groups
 - Deliver the Reducing the Differences Strategy
 - Develop projects and initiatives to support the most vulnerable including the 'Move On' project for adults with learning disabilities and explore the concept of a child and young person friendly city, and 'Poverty Proofing the School Day'
 - Work with partners to better support emotional health and wellbeing needs in young people
2. Support safe and stable family lives
 - Deliver an effective and efficient social work service with a whole family approach and further develop the new relationship based social work model of practice
 - Continue to support families of children & young people with SEND by offering direct payments, respite and short breaks
 - Implement and review a new way of working for our early help services
3. Promote independence, learning and resilience for all disadvantaged families and service users
 - Support the City Employment and Skills Plan
 - Increase the options to help families achieve greater independence
 - Provide advocacy services to children in care
4. Provide access to high quality and appropriate early years, school and education places. Work with the University of Brighton Academy Trust to secure a location for the new secondary school
 - Deliver a new school organisation plan
 - Implement the new structure for specialist provision integrated across education, health and care for children with SEND
5. Continue to drive efficient and effective services within existing resources
 - Ensure effective budget management and service modernisation
 - Use robust performance management and quality assurance frameworks
 - Improve the customer and service user experience
6. Develop and engage with staff to deliver change within the directorate and across council services
 - Improve staff communications and build relations with unions

How we are doing things differently



Taking a whole family approach

We are redesigning and refocusing some of our services to better support a whole family approach:

- Support families at the right time
- Intervene when necessary to keep families safe
- Build resilience



Children, young people and families are at the heart of what we do

Working with partners to create a child and young person friendly city

We are challenging ourselves and partners in the city to consider what we should be doing to make the city a better place for all of our families, children & young people.

We live in a city with many opportunities for most, but can all of our children, young people and families take advantage of these?

Do we always ask about the needs and wants of children & young people when developing something new?

Do all young people feel proud of the city or feel like they belong?

These questions will be a key consideration in our work going forward.



Supporting adults with learning disabilities to move on

We are working with adults and their families to promote greater independence and empowerment by supporting service users to live independently, with the appropriate support in their local community



Find out more

www.brighton-hove.gov.uk/content/children-and-education

www.brightonandhovelscb.org.uk/

Related plans

338 Brighton & Hove City Council Corporate Plan 2015-2019
Brighton & Hove: The Connected City
Brighton & Hove Clinical Commissioning Group: Key Plans

For further information

Please contact the Service Manager for Policy & Business Support on 01273 293736 or Carolyn.bristow@brighton-hove.gov.uk

