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DATE: 24 June 2013

To: Members of the
EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

Councillor Nicholas Bennett J.P. (Chairman)
Councillor Neil Reddin FCCA (Vice-Chairman)
Councillors Kathy Bance MBE, Julian Benington, Peter Fortune, Julian Grainger,
David McBride, Alexa Michael and Sarah Phillips

Church Representatives with Voting Rights
Father Owen Higgs and Joan McConnell

Parent Governor Members with Voting Rights
Dolores Bray-Ash JP, Darren Jenkins and Janet Latinwo

Non-Voting Co-opted Members
1 x Head Teacher Representative (vacancy)
Rachel Opadiran, (Young People's Representative)
Alison Regester, (Pre-school Settings and Early Years Representative)

A meeting of the Education Policy Development and Scrutiny Committee will be held
at Bromley Civic Centre on **TUESDAY 2 JULY 2013 AT 7.00 PM**

MARK BOWEN
Director of Corporate Services

Paper copies of this agenda will not be provided at the meeting. Copies can be printed off at www.bromley.gov.uk/meetings. Any member of the public requiring a paper copy of the agenda may request one in advance of the meeting by contacting the Clerk to the Committee, giving 24 hours notice before the meeting.

Items marked for information only will not be debated unless a member of the Committee requests a discussion be held, in which case please inform the Clerk 24 hours in advance indicating the aspects of the information item you wish to discuss

A G E N D A

PART 1 (PUBLIC) AGENDA

Note for Members: Members are reminded that Officer contact details are shown on each report and Members are welcome to raise questions in advance of the meeting.

STANDARD ITEMS

- 1 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS**
- 2 CO-OPTIONS TO THE EDUCATION PDS COMMITTEE 2013/14 (Pages 5 - 8)**
- 3 DECLARATIONS OF INTEREST**
- 4 MINUTES OF THE EDUCATION PDS COMMITTEE MEETING HELD ON 19 MARCH 2013 AND THE JOINT MEETING OF CARE SERVICES AND EDUCATION PDS COMMITTEES HELD ON 7TH MAY 2013 AND MATTERS OUTSTANDING FROM PREVIOUS MEETINGS (Pages 9 - 38)**

- 5 QUESTIONS TO THE PDS CHAIRMAN FROM MEMBERS OF THE PUBLIC AND COUNCILLORS ATTENDING THE MEETING**

To hear questions to the Committee received in writing by the Democratic Services Team by 5.00pm on Wednesday 26th June 2013 and to respond. Questions must relate to the work of the scrutiny committee.

PORTFOLIO PRESENTATIONS AND DECISIONS

- 6 QUESTIONS TO THE PORTFOLIO HOLDER FROM MEMBERS OF THE PUBLIC AND COUNCILLORS ATTENDING THE MEETING**

To hear questions to the Portfolio Holder received in writing by the Democratic Services Team by 5.00pm on Wednesday 26th June 2013 and to respond. Questions must relate to the work of the Portfolio.

- 7 PORTFOLIO HOLDER PROPOSED DECISIONS**

The Education Portfolio Holder to present scheduled reports for pre-decision scrutiny on matters where he is minded to make decisions.

- a CONFIRMATION OF THE EDUCATION COVENANT (Pages 39 - 44)**
- b UPDATE OF THE 2013/14 EDUCATION PORTFOLIO PLAN (INCLUDING EDUCATION COMMITMENTS) (Pages 45 - 78)**
- c STATEMENT OF INTENT TO SUPPORT YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) TO PREPARE EFFECTIVELY FOR ADULT LIFE (Pages 79 - 86)**

- d **OFSTED REPORTS AND FOLLOW UP ON UNDER PERFORMING SCHOOLS** (Pages 87 - 92)
- e **BROADER EXAMINATION OF THE ROLE OF BROMLEY ADULT EDUCATION COLLEGE AND LIFELONG LEARNING** (Pages 93 - 102)

9 EDUCATION PORTFOLIO HOLDER INFORMATION ITEMS

The items comprise:

- Minutes of the Education Budget Sub-Committee held on 2nd May 2013
- Minutes of the meeting of Bromley Behaviour Services Working Group held on 2nd May 2013
- Update from the SEN Executive Working Party
- Pupil Referral Unit Board Structure
- Bromley Youth Council Manifesto 2013/14
- Review of Partnership Arrangements – New Approach
- Bromley Academy Programme and Free School Update

Members and Co-opted Members have been provided with advance copies of the briefing via e-mail. The briefing is also available on the Council's Website at the following link:

<http://cds.bromley.gov.uk/ieListMeetings.aspx?XXR=0&Year=2013&CId=559>

POLICY DEVELOPMENT AND OTHER ITEMS

- 10 **CHALLENGES FOR BEHAVIOUR SERVICES AND FUTURE MODELS CONSIDERED BY THE PDS WORKING GROUP** (Pages 103 - 114)
- 11 **UPDATE ON THE TRANSITION STRATEGY** (Pages 115 - 120)
- 12 **UPDATE ON THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) PATHFINDER** (Pages 121 - 132)
- 13 **EDUCATION PROGRAMME 2013-14** (Pages 133 - 140)

PART 2 (CLOSED) AGENDA

- 14 **LOCAL GOVERNMENT ACT 1972 AS AMENDED BY THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION) ORDER 2006, AND THE FREEDOM OF INFORMATION ACT 2000**

The Chairman to move that the Press and public be excluded during consideration of the items of business listed below as it is likely in view of the nature of the business to be transacted or the nature of the proceedings that if members of the Press and public were present there would be disclosure to them of exempt information.

Items of Business

Schedule 12A Description

15 EXEMPT MINUTES OF THE EDUCATION PDS COMMITTEE MEETING HELD ON 19 MARCH 2013 (Pages 141 - 144)

Information relating to the financial or business affairs of any particular person (including the authority holding that information)

16 REPORT FROM AUDIT SUB-COMMITTEE: UPDATE (Pages 145 - 154)

Information relating to the financial or business affairs of any particular person (including the authority holding that information)
Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.

DATES OF FUTURE EDUCATION PDS COMMITTEE MEETINGS

Tuesday 17th September 2013
Tuesday 12th November 2013
Thursday 30th January 2014
Tuesday 18th March 2014

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Report No.
RES13099

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: EDUCATION POLICY DEVELOPMENT AND SCRUTINY
COMMITTEE

Date: Tuesday 2 July 2013

Decision Type: Non-Urgent Non-Executive Non-Key

Title: CO-OPTIONS TO THE EDUCATION PDS COMMITTEE 2013/14

Contact Officer: Kerry Nicholls, Democratic Services Officer
Tel: 020 8313 4602 E-mail: kerry.nicholls@bromley.gov.uk

Chief Officer: Director of Corporate Services

Ward: N/A

1. Reason for report

- 1.1 Members are asked to confirm Co-opted Membership appointments to the Education PDS Committee for 2013/14.

2. RECOMMENDATION(S)

- 2.1 That the following Parent Governor Representative appointments be made to the Education PDS Committee for 2013/14 with voting rights:

- Mrs Janet Latinwo, Primary Parent Governor
- Mrs Dolores Bray-Ash, Secondary School Parent Governor
- Mr Darren Jenkins, Special School Parent Governor

- 2.2 Father Owen Higgs representing the Church of England and Mrs Joan McConnell representing the Roman Catholic Church be appointed as Co-opted Members to the Education PDS Committee for 2013/14 with voting rights;

- 2.3 The following Education PDS Co-opted Membership appointments be made to the Education PDS Committee for 2013/14 without voting rights:

- Mrs Alison Register as Pre-School Settings Representative
- Miss Rachel Opadiran as Young Peoples Representative

Corporate Policy

1. Policy Status: Existing Policy: Co-opted Membership at relevant PDS Committees is encouraged given the added value that Co-opted Membership can bring to a PDS Committee's work
 2. BBB Priority: Children and Young People
-

Financial

1. Cost of proposal: Not Applicable
 2. Ongoing costs: Not Applicable
 3. Budget head/performance centre: Democratic Services
 4. Total current budget for this head: £363,070
 5. Source of funding: 2013/14 Revenue Budget
-

Staff

1. Number of staff (current and additional): There are 10 posts (8.55fte) in the Democratic Services Team.
 2. If from existing staff resources, number of staff hours: Not Applicable
-

Legal

1. Legal Requirement: Statutory Requirement: The Parent Governor Representatives (England) Regulations 2001 require the election of a minimum of two and a maximum of five Parent Governors to any Education Overview and Scrutiny Committee. DfEE Circular 19/99 contains a specific direction of the Secretary of State under section 499 of the Education Act 1996 requiring local authorities in England to appoint representatives of the Church of England and the Roman Catholic Church to their Committees dealing with education.
 2. Call-in: Not Applicable: This report does not involve an executive decision.
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): Not Applicable
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: Not Applicable

3. COMMENTARY

Co-opted Membership for 2013/13

- 3.1 Under the terms of DfES Circular 19/99 both the Church of England and the Roman Catholic Church are entitled to representation on any Committee which exists to oversee and scrutinise the Executive's education decisions. Father Owen Higgs will continue to represent the Church of England Rochester Diocesan Board of Education and Mrs Joan McConnell will continue to represent the Roman Catholic Archdiocese of Southwark Commission for Schools and Colleges.
- 3.2 Under the terms of the Parent Governor Representatives (England) Regulations 2001, the Council must provide for the election of a minimum of two and a maximum of five Parent Governors to any Education Overview and Scrutiny Committee. Following a School Governor Election in May 2012, Mrs Dolores Bray-Ash, Mrs Janet Latinwo and Mr Darren Jenkins were elected as Parent Governor Representatives on the Education PDS Committee for a term of two years.
- 3.3 Mrs Alison Regester has indicated that she is willing to serve a further term as the Pre-School Settings and Early Years Representative.
- 3.4 Bromley Youth Council has nominated Miss Rachel Opadiran as the representative for Young People on the Committee.

Role of Co-opted Members

- 3.5 Co-opted Members bring their own area of interest and expertise to the work of a PDS Committee. Co-opted Members often represent the interests of key groups within a Portfolio and co-option to a Committee can ensure that their views are taken into account on issues. They broaden the spectrum of involvement in the PDS process and make the intrusion of party politics into scrutiny proceedings more difficult.

Non-Applicable Sections:	Policy Implications, Financial Implications, Legal Implications, Personnel Implications
Background Documents: (Access via Contact Officer)	Not Applicable

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EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

Minutes of the meeting held at 7.00 pm on 19 March 2013

Present:

Councillor Nicholas Bennett J.P. (Chairman)
Councillor Lydia Buttinger (Vice-Chairman)
Councillors Peter Fookes, Brian Humphrys,
David McBride, Alexa Michael and Neil Reddin FCCA

Dolores Bray-Ash JP, Father Owen Higgs, Darren Jenkins,
Joan McConnell, Janet Latinwo and Alison Register

Also Present:

Councillor Stephen Wells, Portfolio Holder for Education
Councillor Pauline Tunncliffe, Executive Support Assistant to the
Portfolio Holder for Education
Councillors Ruth Bennett, Robert Evans and Michael Tickner

66 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Councillor Kathy Bance MBE and Councillor Peter Fookes attended as her substitute. Apologies for absence were also received from Councillor Nicky Dykes. Apologies for lateness were received from Councillor Pauline Tunncliffe, Executive Support Assistant to the Portfolio Holder for Education.

The Chairman noted that Mike Barnes, Sue Mordecai, Janet Heathcote and Helen Fiorini would shortly be leaving the Local Authority and thanked them on behalf of the Members of the Education PDS Committee for the excellent contribution they had made to the London Borough of Bromley over many years.

67 DECLARATIONS OF INTEREST

The Chairman reminded the Committee that the Declarations of Interest made at the meeting on 12th June 2012 were taken as read

68 MINUTES OF THE EDUCATION PDS COMMITTEE MEETING HELD ON 23RD JANUARY 2013 AND MATTERS OUTSTANDING FROM PREVIOUS MEETINGS

The minutes were agreed subject to the penultimate paragraph of Item 59a: Refresh of the Education Portfolio Plan being amended to read:

“With regard to the aim to ensure pupils with special educational needs have *outstanding* outcomes, it was noted that the Pathfinder project to provide an integrated pathway for children and young people and their families ensuring a smooth transition to the SEND framework had been extended for a further year.”

A Co-opted Member also confirmed that in relation to Item 59e: Categorisation, Intervention and Support for High Priority Schools in Bromley, Bromley’s early years provision had recently been ranked as the joint third highest performing in the country and not fifth highest as recorded in the minutes.

RESOLVED that the minutes of the meeting held on 23rd January 2013 be agreed.

69 QUESTIONS TO THE PDS CHAIRMAN FROM MEMBERS OF THE PUBLIC AND COUNCILLORS ATTENDING THE MEETING

No questions had been received.

70 QUESTIONS TO THE PORTFOLIO HOLDER FROM MEMBERS OF THE PUBLIC AND COUNCILLORS ATTENDING THE MEETING

Three written questions were received from members of the public and are attached at **Appendix A**. A total of 21 oral questions were also received from Members of the public and these are attached at **Appendix B**.

The Chairman commented on the high number of questions received and proposed that the Portfolio Holder give a statement in answer to the main themes highlighted by the majority of the questions. He noted that the time allocated to questions was 15 minutes but, following a vote by the Members of the Committee, this was extended to 30 minutes. The statement by the Portfolio Holder for Education is attached at **Appendix C**.

71 PORTFOLIO HOLDER UPDATE AND CHILDREN'S CHAMPION UPDATE

The Portfolio Holder for Education gave an update to Members on work being undertaken across the Education Portfolio.

Applications had been submitted for three free schools in the Borough which might impact the proposed temporary and permanent expansion of places at certain schools. The Portfolio Holder also confirmed that Harris was seeking to establish an Aspire Unit in the Borough which would provide Behaviour Services provision for secondary-age pupils from both Bromley schools and those outside of the Borough.

Discussions continued with the RC Archdiocese of Southwark around the potential to establish a four form of entry Roman Catholic secondary school in

the Borough, and work to identify a suitable site was ongoing. The Portfolio Holder was keen to encourage the Archdiocese to seek to establish a six form of entry Roman Catholic secondary school to ensure that sufficient places were available to all parents and carers who wanted their children to attend a Roman Catholic secondary school in the Borough.

A consultant had now been recruited to drive forward the academy programme across the Borough and ensure schools had the support they needed to convert to academy status. The Portfolio Holder noted that a number of primary and secondary schools were actively engaged in developing academy umbrella trusts and cluster groups. A Member highlighted the need to ensure that schools were supported to join appropriate cluster groups where appropriate.

The Children's Champion outlined her cross-Portfolio role to Members of the Committee and noted the broad scope of work undertaken during 2012-13 to ensure vulnerable children across the Borough had the support they needed to thrive. A Member highlighted the benefits of early intervention to realise the best outcomes for children and young people, and noted that the cost of early intervention services was often lower than the more intensive services needed after issues had escalated. Another Member underlined the need to ensure the support needs of vulnerable children and young people continued to be monitored if they moved out of Borough. A Co-opted Member requested that early years be included as a priority area for the Children's Champion in the new municipal year.

In response to a request from the Children's Champion, the Assistant Director Education outlined changes to the SEN Statement Policy and advised Members that funding for children with high incidence, low level statements would be included within school budgets from 1st April 2013, allowing schools to take a more flexible approach to funding support for these children. Education, Health and Care Plans would take a more holistic approach to identifying the support needs of children and young people with more complex needs and these would be piloted from April 2013.

RESOLVED that the Portfolio Holder update and Children's Champion update be noted.

72 PORTFOLIO HOLDER PROPOSED DECISIONS

A) MEMBERSHIP OF SCHOOL GOVERNING BODIES

Report ED13042

The Portfolio Holder introduced a report outlining a LA Governor appointment to a school in the Borough.

RESOLVED that the Portfolio Holder be recommended to approve the following LA Governor appointment, subject to CRB checks:

St Olave's and St Saviour's Grammar School

Councillor Julian Grainger
(Chelsfield and Pratts Bottom)

**B) CONSULTATION OUTCOMES: PROPOSALS TO
RESTRUCTURE BROMLEY ROAD AND WORSLEY BRIDGE
SCHOOLS**

Report ED130028

The Portfolio Holder introduced a report summarising the outcomes from consultations undertaken on the proposal to restructure Bromley Road Infant School from a three forms of entry Infant School to a one form of entry primary school from September 2014, and a proposal to restructure Worsley Bridge Junior School from a three forms of entry junior school to a two forms of entry primary school from September 2014. Bromley Road Infant School and Worsley Bridge Junior School were currently 'linked' schools with automatic pupil transfer.

The consultations for the proposed changes to school organisation had run from 11th January to 15th February 2013, and produced 46 Bromley Road responses and 23 Worsley Bridge responses which were largely supportive of the proposals. The Governing Bodies and School Councils for both schools also supported the proposed changes to school organisation.

Councillor Michael Tickner, Ward Councillor for Copers Cope noted that there were a number of benefits to the proposed changes to school organisation including strengthened leadership and management across key stages, continuity of curriculum organisation and pupil assessment and consistent governance across both schools. He was however concerned at the cost of adapting the schools to support the proposed changes to school organisation, and also noted that Bromley Road would be vulnerable to staffing changes as a one form of entry primary school.

In response, the Portfolio Holder for Education underlined the present disruption to pupils in transferring between two schools sited three-quarters of a mile apart when moving into Key Stage 2, and confirmed that funding to adapt the schools would come from the suitability budget. The Vice-Chairman noted that the response to the consultation had been largely supportive of the proposals and highlighted the educational benefits to children through the more diverse curriculum offer of a primary school.

A Member was concerned at the sustainability of one form of entry primary schools, particularly under the new schools funding formula. He also noted the difficulties in recruiting headteachers to lead smaller primary schools. The Assistant Director: Education advised the Committee that the Schools' Finance Team had undertaken a great deal of work on the financial position of Bromley Road Infant School as a one form of entry primary school over the next five years, and had confirmed that it would be viable.

RESOLVED that the Portfolio Holder be recommended to:

- 1) Note Members' comments regarding the outcome of the consultations;**
- 2) Agree the proposed change of age range at Bromley Road Infant School and Worsley Bridge Junior School so that both schools become all-through Primary Schools with effect from 1st September 2014; and,**
- 3) Authorise Officers to undertake the formal statutory processes for the restructuring of a school.**

**C) CONSULTATION OUTCOMES: PROPOSAL TO EXPAND
KESTON CE PRIMARY SCHOOL**

Report ED13029

The Portfolio Holder introduced a report summarising the outcomes from the consultation undertaken on the proposal to permanently expand Keston CE Primary School from 30 to 60 pupils at Year Reception (the year children start school) from September 2014.

The consultation for the proposed permanent expansion of the school had run from 11th January to 15th February 2013, and produced 136 responses of which 28 were in support. The responses received and the comments made to a Consultation meeting held on 17th January 2013 showed significant opposition to the proposal, primarily on the grounds of access and parking. The Governing Body arrived at a 'majority decision to support the proposal' on educational and financial grounds whilst acknowledging that there were access and parking issues to be addressed in conjunction with the Local Authority.

In considering the proposed expansion of Keston CE Primary School, the following Motion to amend the recommendations of the report was proposed by Councillor Alexa Michael and seconded by Councillor David McBride:

"That this Committee recommends the Portfolio Holder to agree expansion for an additional 'bulge' year of one form of entry for the academic year 2013/14 and that the Portfolio Holder be requested to give serious consideration to alternate school sites for permanent expansion."

On being put to the vote the Motion was CARRIED.

Members considered the proposed expansion of Keston CE Primary School for an additional 'bulge' year of one form of entry for the academic year 2013/14.

In considering the proposal, the Portfolio Holder for Education highlighted the significant demand for school places at Keston CE Primary School and noted

that 178 applications had already been received for the 30 existing available places in Reception for 2013/14.

Councillor Alexa Michael, Ward Councillor for Bromley Common and Keston agreed that there was a need for more school places across the Borough but noted that many parents and carers were attracted to the 'small school' ethos of Keston CE Primary School as a one form of entry primary school. There were also a number of key local issues that would have to be addressed prior to any permanent expansion of the school, such as the accessibility of the school and traffic management. Councillor Alexa Michael underlined that the Unitary Development Plan of the Local Authority stated that new development would normally be resisted for those developments that would substantially increase traffic on roads that were not part paved, as was the case in the area around Keston CE Primary School.

Another Member was concerned that the scope of the Portfolio Holder for Education's decision was required to be based purely on educational grounds, and noted the need to involve other members of the Executive in the decision making process to ensure that the full implications of any expansion on both the school and the local community were considered before the final decision was made.

RESOLVED that the Portfolio Holder be recommended to:

- 1) Note Members' comments regarding the outcome of the consultation;**
- 2) Agree expansion for an additional 'bulge' year of one form of entry for the academic year 2013/14 and that the Portfolio Holder be requested to give serious consideration to alternate school sites for permanent expansion; and,**
- 3) Authorise Officers to undertake the formal statutory processes for the temporary expansion of a school for a 'bulge' year for the academic year 2013/14.**

D) CONSULTATION OUTCOMES: PROPOSAL TO EXPAND GLEBE SCHOOL

Report ED13030

The Portfolio Holder introduced a report summarising the outcomes from the consultation undertaken on the proposal to expand The Glebe School to admit 16 additional children with Autistic Spectrum Disorder (ASD) at Year 7 each year from September 2014.

The consultation for the proposed permanent expansion of the school had run from 11th January to 15th February 2013, and produced 36 responses which were largely supportive of the proposals. The Governing Body also supported the proposed changes to school organisation, as did the School Council,

which accepted the reasons for expansion and the subsequent increased student numbers but expressed a number of concerns that would be addressed by the school on an ongoing basis.

RESOLVED that the Portfolio Holder be recommended to:

- 1) Note Members' comments regarding the outcome of the consultation;**
- 2) Agree the permanent expansion proposed to take effect from 1st September 2014; and,**
- 3) Authorise Officers to undertake the formal statutory processes for the permanent expansion of a school.**

E) FUTURE ROLE OF THE LA IN EDUCATION SERVICES

Report ED13032

The Portfolio Holder introduced a report outlining the future role of the Local Authority in Education Services. On 21st January 2013, Full Council had agreed a new set of parameters for its work with schools in the form of the Education Covenant, and this was reflected in the new business plan agreed by the Portfolio Holder for Education following the Education PDS Committee meeting on 23rd January 2013. The new approach sought to encourage schools to be independent of the Local Authority, with the Local Authority adopting the role of community champion on behalf of parents and their children, holding schools to account and ensuring an adequate supply of high quality school places.

The Chairman thanked the Executive Director of Education and Care Services for an excellent report.

In response to a question from a Member, the Executive Director of Education and Care Services confirmed that the Local Authority did not have a statutory role to address issues identified in maintained or academy schools, with Ofsted and the Department for Education as the respective authorities for each. The Local Authority had entered into a local agreement with maintained schools across the Borough, and the Executive Director noted that the Local Authority also had a statutory responsibility for the five outcomes of 'Every Child Matters' and could theoretically intervene in any school where these were not being met.

A Member noted the importance of ensuring that academy schools with specialist units were encouraged to maintain them and that the transfer agreements ensured that places in these units continued to be made available to Bromley pupils. Another Member queried the responsibilities academy schools had with regards to audit. The Portfolio Holder confirmed that all schools had a requirement to be audited but that academies were responsible

for purchasing their own audit services. He noted that a number of academy schools currently purchased audit services from the Local Authority.

RESOLVED that the Portfolio Holder be recommended to:

- 1) Endorse the new role of the Council as champions of the community and continue to expect only the highest standards from all our schools;**
- 2) Use the Education Covenant to establish this new relationship with schools and ask all governing bodies to sign it following an appropriate period of consultation;**
- 3) Agree the proposal to undertake a final review of services to schools with a view to the Local Authority only offering services of the highest quality and which represent good value for money for the Council Tax payer, with a further report to Members in Autumn 2013; and,**
- 4) Request the Executive provide ratification of these recommendations at its meeting on 3rd April 2013, and that the recommendations also be provided to the Full Council for ratification at its meeting on 1st July 2013.**

F) UPDATE FROM SCHOOL GOVERNANCE WORKING PARTY

Report RES13071

The Chairman introduced a report providing an update from the School Governance Working Group which had been established by the Education PDS Committee at its meeting on 23rd January 2013 to ensure that the Local Authority had a pool of well trained governors able to play an effective role in ensuring that schools were well governed. The School Governance Working Group had met on 12th March 2013 to discuss a range of issues impacting on the recruitment, role and responsibilities of Local Authority Governors and had made a number of recommendations around how this could be better developed.

In considering the report, Members of the Committee suggested that local libraries and the back of parking stickers might also be used to advertise the role of Local Authority Governors to members of the public.

RESOLVED that the Portfolio Holder be recommended to:

- 1) Note Members' comments on the recommendations of the School Governance Working Group; and,**
- 2) Support the recommendations of the School Governance Working Group.**

G) BASIC NEED PROGRAMME UPDATE REPORT 5

Report ED130034

The Portfolio Holder introduced a report providing an update on progress in delivering the 2012/13 Basic Need Programme, which was funded by the Basic Need Capital Grant to support the provision of sufficient school places in publicly funded schools, and to request agreement for additional works in 2013/14 and 2014/15 required to meet increased demand for pupil places at Reception age.

On 13th September 2012, the Portfolio Holder for Education had agreed a list of priority schemes for addressing the estimated increase in the number of reception age pupils from September 2013. To meet this demand, 'bulge years' were planned at existing local schools to provide the required pupil places, which would be delivered through a combination of modular build and internal refurbishment.

RESOLVED that the Portfolio Holder be recommended to:

- 1) Approve the updated list of schools within the Basic Need Capital Programme 2012/13;**
- 2) Agree the procurement of schemes within the Basic Need Programme through traditional procurement, the Lewisham Modular Buildings Framework or through devolution of Basic Need Capital Grant to schools; and,**
- 3) Authorise the Executive Director of Education and Care Services to submit planning applications at the appropriate time in respect of the list of schemes.**

H) EDUCATION PORTFOLIO BUDGET MONITORING REPORT 2012/13

Report ED130049

The Portfolio Holder introduced a report outlining the budget monitoring position for the Education Portfolio based on expenditure to the end of January 2013. The Schools' Budget, funded from the Dedicated Schools' Grant and specific grants, was forecast to spend in line with budget. The Non-Schools' Budget, funded from Council Tax, Revenue Support and specific grants was forecast to be in an underspend position of £2,114,000.

In response to a query from a Co-opted Member, the Early Years Manager confirmed that the recent restructure of the Early Years Service would not impact the level of service provided for early years and that there was no reduction in the number of officer posts.

RESOLVED that the Portfolio Holder be recommended to:

- 1) Note Members' comments on the budget monitoring position for the Education Portfolio;**
- 2) Approve the latest 2012/13 budget projection for the Education Portfolio; and,**
- 3) Approve carry forward requests for £297k for urgent property work for children's centres, and for specific Dedicated Schools' Grant projects totalling £204k (as detailed in paragraphs 3.5 and 3.6 of Report ED13049).**

I) 2013/14 DEDICATED SCHOOLS GRANT

Report ED13050

The Portfolio Holder introduced a report detailing the allocation for the 2013/14 Dedicated Schools' Grant, which had been notified to the Local Authority as a total sum of £228,331,776. This would be allocated in three blocks comprising the Schools Block (£167,903,853), the Early Years Block (£14,560,243) and High Needs Block (£45,867,680).

A Member noted the reduction in pupil rolls of up to 7% in some secondary schools across the Borough for 2013/14. The Head of Education and Care Services Finance confirmed that there had been a downward trend in the number of pupils seeking places in the Borough which was at its lowest in 2013/14, but that that demand for pupil places at secondary level would consistently increase each year from 2014/15.

A Co-opted Member was concerned that there had been a 'top slice' of Dedicated Schools Grant funding across all three blocks, including Early Years, to provide hospital-based education provision which did not benefit Early Years pupils. The Head of Education and Care Services Finance confirmed that this top-slice was applied nationally by the Department for Education to support hospital-based education provision in leading regional centres of children's medicine, such as Great Ormond Street Hospital, without the need for host boroughs to recharge other Council's for education provision.

RESOLVED that the Portfolio Holder be recommended to approve the Dedicated Schools' Grant allocation for 2013/14.

73 EDUCATION PORTFOLIO HOLDER INFORMATION ITEMS

The Portfolio Holder Briefing comprised seven reports:

- Minutes of the Education Budget Sub-Committee held on 13th February 2013
- Update from the SEN Executive Working Party

- Achieving Two Year Olds – Capital
- ECS Contract Activity Report
- Development of Free Schools Update
- Academy Programme in Bromley: Update
- Education Policy and Legislative Changes: Update

RESOLVED that the Portfolio Holder Briefing be noted.

74 STANDARDS OF ATTAINMENT IN BROMLEY SCHOOLS 2012

Report ED13033

The Committee considered a report outlining standards of attainment and progress in Bromley maintained schools during the 2011/12 academic year.

In response to a query from a Member, the Head of Learning confirmed that Pupil Premium funding of £900 per pupil was provided for all pupils who had been in receipt of free school meals at any point during their time in Key Stages 1 and 2. Schools were required to publish details of how this funding had been spent and to outline the impact of this funding on the progress of pupils in receipt of the Pupil Premium on their school website. A Member noted that the new Ofsted framework targeted the progress of pupils in receipt of the Pupil Premium. A Co-opted Member highlighted the importance of schools encouraging parents and carers to apply for free school meals where eligible.

The Chairman noted the need to ensure that the gap in attainment between pupils who received free school meals and those who did not remained a priority for Bromley schools at all key stages, and requested that an item on 'Impact of the Pupil Premium' be considered at the meeting of Education PDS Committee on 30th January 2014. A Co-opted Member also requested that information on the standards of attainment for children with special educational needs be circulated to the Members of the Education PDS Committee.

RESOLVED that Members' comments on the annual report on the standards of attainment and progress in Bromley maintained schools be noted.

75 RAISING THE PARTICIPATION AGE

Report ED13031

The Committee considered a report providing background information on 'Raising the Participation Age' which was written into the Education and Skills Act 2008 and placed a duty on all young people to participate in education or training until their 18th birthday. Members were advised that from September 2013, young people would be required to continue in education or training until the end of the academic year in which they turn 17 years. From 2015,

young people will be required to continue until their 18th birthday. Young people would be able to choose from full-time education in school, college or home education, work-based learning with training, such as an apprenticeship and part-time education or training if they were employed, self-employed or volunteering for more than 20 hours a week.

In response to a query from the Chairman, the Head of Youth Support Services confirmed that of those young people categorised as non participation (in either full time or part time education, training or employment), there were 314 young people who were classified as 'not in education, employment or training (NEET). This was a significant reduction on the previous year, and the Head of Youth Support Services confirmed that work continued to be undertaken with schools and academies to improve reporting on the destinations of young people. A stretch target of zero young people being categorised as non participation had been set within the Education Portfolio Plan for 2013/14.

The Head of Youth Support Services advised Members that Bromley was also participating in a Department for Education working group to identify best practice in supporting young people to engage with education, training and employment. It was important to ensure that appropriate provision was in place for young people for whom traditional mainstream and work-based programmes would be inappropriate.

RESOLVED that Members note the inclusion of the action plan for the delivery of Raising the Participation Age in the 2013 Education Portfolio Plan as one of seven educational and learning action plans for business planning and implementation.

**76 ANNUAL REPORT OF THE EDUCATION PDS COMMITTEE
2012/13**

The Committee considered the annual report of the Education PDS Committee for 2012/13. It was noted that the annual report would be provided to the Executive and Resources PDS committee on 27th March 2013 before submission to Council on 22nd April 2013

RESOLVED that the annual report of the Education PDS Committee be approved.

77 EDUCATION PROGRAMME 2013-14

Report ED13036

The Committee considered the forward rolling work programme for the year ahead based on items scheduled for decision by the Education Portfolio Holder and items for consideration by the Education PDS Committee.

In considering the work programme for 2012/13, the Chairman requested that a number of additional reports be considered at the next meeting of the Education PDS Committee to be held on 2nd July 2013:

- Objectives for the Education PDS Committee for 2013/14
- Future Shape of Adult Education in Bromley
- Update on the SEN Pathfinder

Members also requested that a report on 'Truancy in Bromley' be reported to the Education PDS Committee at its meeting on 17th September 2013, and that reports providing an update on 'Raising the Participation Age' and 'The Impact of the Pupil Premium' be reported to the meeting of Education PDS Committee on 30th January 2014

The Portfolio Holder thanked Members and Co-opted Members of the Education PDS Committee for attending a number of school and unit visits across the Borough during the municipal year. The Chairman noted that the Council Members' Visits Schedule for Autumn 2013 was now being developed and asked Members to provide any suggestions for visits to the Clerk to the Committee for inclusion in the Council Members' Visits Schedule.

RESOLVED that:

- 1) **The Education Programme 2012/13 be noted; and,**
- 2) **Members and Co-opted Members provide their suggestions for the Council Members' Visits Schedule for Autumn 2013 to the Clerk to Education PDS Committee.**

78 LOCAL GOVERNMENT ACT 1972 AS AMENDED BY THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION) ORDER 2006, AND THE FREEDOM OF INFORMATION ACT 2000

RESOLVED that the press and public be excluded during consideration of the items of business listed below as it was likely in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present, there would be disclosure to them of exempt information.

79 EXEMPT MINUTES OF THE EDUCATION PDS COMMITTEE MEETING HELD ON 23RD JANUARY 2013

RESOLVED that the exempt minutes of the Education PDS Committee meeting held on 23rd January 2013 be agreed.

80 PORTFOLIO HOLDER PROPOSED PART 2 (EXEMPT) DECISIONS

**A) OPTIONS APPRAISAL ON THE FUTURE ARRANGEMENTS OF
COMMUNITY VISION AND BLENHEIM NURSERIES**

The Committee considered the report and supported the recommendations.

**B) CONTRACT AWARD - CAPITA ONE DATABASE -
MAINTENANCE CONTRACT**

The Committee considered the report and supported the recommendations.

81 REPORT FROM AUDIT SUB-COMMITTEE

The Committee considered the report and supported the recommendations.

The Meeting ended at 10.30 pm

Chairman

CARE SERVICES AND EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEES

Minutes of the joint meeting held at 7.00 pm on 7 May 2013

Present:

Councillor Nicholas Bennett J.P. (Chairman)

Councillors Reg Adams, Kathy Bance MBE, Ruth Bennett, Lydia Buttinger, Roger Charsley, John Getgood, Brian Humphrys, William Huntington-Thresher, David Jefferys, Mrs Anne Manning, David McBride, Alexa Michael, Catherine Rideout and Charles Rideout

Dolores Bray-Ash JP, Brian James, Leslie Marks, Andrew Spears and Brenda Thompson

Also Present:

Councillor Robert Evans, Portfolio Holder for Care Services
Councillor Diane Smith, Executive Support Assistant to the Portfolio Holder for Care Services
Councillor Pauline Tunncliffe, Executive Support Assistant to the Portfolio Holder for Education
Councillor Stephen Carr

83 CONFIRMATION OF CHAIRMAN

Councillor Nicholas Bennett JP was confirmed as Chairman for the joint meeting of Care Services and Education PDS Committees.

84 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Councillor Judi Ellis, Councillor Stephen Wells, Portfolio Holder for Education, Brebner Anderson, Father Owen Higgs, Darren Jenkins, Janet Latinwo, Joan McConnell, Lynne Powrie and Alison Register.

Apologies for absence were also received from Councillor Neil Reddin and Angela Clayton-Turner. Councillor William Huntington-Thresher and Brenda Thompson attended as their respective substitutes.

85 DECLARATIONS OF INTEREST

There were no declarations of interest.

**86 QUESTIONS TO THE CARE SERVICES CHAIRMAN OR
EDUCATION PDS CHAIRMAN FROM MEMBERS OF THE
PUBLIC AND COUNCILLORS ATTENDING THE MEETING**

No questions had been received.

**87 QUESTIONS TO THE CARE SERVICES PORTFOLIO HOLDER
OR EDUCATION PORTFOLIO HOLDER FROM MEMBERS OF
THE PUBLIC AND COUNCILLORS ATTENDING THE MEETING**

No questions had been received.

88 INFORMATION ITEMS

The Information Briefing comprised a number of reports:

- Bromley Safeguarding Children Board (BSCB) new structure from January 2013
- Terms of Reference
 - a) Bromley Safeguarding Children Board
 - b) Quality Assurance and Performance Monitoring Committee
 - c) Training Committee
- Membership List
 - a) Bromley Safeguarding Children Board
 - b) Quality Assurance and Performance Monitoring Committee
 - c) Training Committee
- BSCB Policies and Procedures
 - a) The Child's Journey in Bromley – A Partnership model for providing service to support children and families in Bromley including the safeguarding thresholds guidance (July 2011)
 - b) A Strategy for Safeguarding Disabled Children (June 2011)
 - c) Working with Neglectful Families – Guidance for Practitioners (October 2012)
 - d) A Strategy to Safeguarding Children and Young People at risk of experiencing Sexual Exploitation in Bromley (March 2012)
- BSCB Business Plan 2013/14
- BSCB Training Brochure 2013/14
- BSCB Annual Report 2011/12
- Recent Meeting Minutes
 - a) Board Minutes held on 12th February 2013
 - b) Board Minutes (previously called Executive) of meeting held on 20th November 2012
- BSCB Newsletters
 - a) Spring 2013 Edition
 - b) Spring 2012 Edition

RESOLVED that the Information Briefing be noted.

89 PURPOSE OF THE MEETING

Members agreed the purpose of the joint meeting of Care Services and Education PDS Committees as:

“To scrutinise the arrangements, organisational structures, and procedures and processes of the Council and partner organisations with regard to child safeguarding to ensure there is clear cooperation, no unnecessary duplication and effective management and supervision of frontline staff.”

90 INTRODUCTION TO THE STATUTORY GUIDANCE RELATING TO CHILD PROTECTION

The Executive Director of Education, Care and Health Services Department introduced the statutory guidance relating to child protection.

Following a series of high profile child protection cases reported in the media, the statutory guidance relating to Child Protection had been re-released in 2012. There were now fewer agencies involved in each case and responsibility for a child’s safety was more clearly defined with agencies taking a more joined-up and robust approach to child protection. The Director of Children’s Services had responsibility for child protection and was line managed by the Chief Executive.

The Local Authority continued to take a lead role in ensuring the five outcomes of ‘Every Child Matters’ were delivered.

RESOLVED that the introduction be noted.

91 OVERVIEW OF THE BROMLEY SAFEGUARDING CHILDREN'S BOARD

Report CSED 13001

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board (BSCB) outlined the operation and the statutory functions of the board.

The main objective of the Board was to co-ordinate the effective involvement of a wide range of agencies, including the Local Authority, the Police, Health and voluntary organisations around child protection. Four meetings of the Board were held each year, with six meetings of the Quality Assurance Group. There was a Training Sub Committee that worked to develop an extensive training programme for agencies around child protection issues, an Education Sub Committee and a Health Sub Committee.

The Board also had a quality assurance function and worked to monitor and analyse child protection and safeguarding indicators and performance measures across a wide range of agencies to evaluate whether effective child safeguarding practice arrangements were in place.

Since November 2012, the Board had strengthened its monitoring processes and took a more stringent approach to holding agencies to account. The Board could, if necessary, undertake serious case reviews. A serious case review had not yet been needed in Bromley, however a partnership review had been undertaken with a number of recommendations made, all of which had been adopted.

A recent Ofsted inspection had concluded that the Board was currently meeting its statutory obligations. A number of recommendations had been made around the level of challenge of the Board and increasing consultation with service users, and these recommendations were being acted upon.

RESOLVED that the overview be noted.

92 MULTI-AGENCY RESPONSIBILITIES AND ARRANGEMENTS

The Assistant Director: Safeguarding and Social Care and Head of Safeguarding and Quality Assurance gave a presentation outlining the responsibilities and arrangements for Children's Social Care (appended at **Appendix A**).

The Assistant Director: Education and Head of Safeguarding and Quality Assurance gave a presentation outlining the responsibilities and arrangements in Education (appended at **Appendix A**).

Detective Inspector Dave Smith gave a presentation outlining the responsibilities and arrangements of the Bromley Police Service (appended at **Appendix B**).

Sonia Colwill, Director of Quality and Governance gave a presentation outlining the responsibilities and arrangements of the Bromley Clinical Commissioning Group (appended at **Appendix C**).

RESOLVED that the presentations around multi-agency responsibilities and arrangements be noted.

93 QUESTIONS TO THE PRESENTERS

Members and Co-opted Members asked the presenters a range of questions around multi-agency responsibilities and arrangements for child protection in Bromley.

What is the process when an allegation is made relating to the safeguarding of a child?

The Assistant Director: Safeguarding and Social Care advised Members that when an allegation was made, the Referral and Assessment Manager would contact the Police and have a strategy discussion regarding the allegation. Information would be gathered from a range of agencies including health and the child safeguarding contact at the child's school. If a decision was then

made to proceed, a police officer and qualified social worker would make a home visit and speak in a frank way to the child's parents or carer regarding the investigation, unless this would potentially place the child at risk. The police officer and qualified social worker would also see the child and, if appropriate, speak with them. A further strategic discussion would be had by managers and a decision made regarding the next steps to be taken. Children considered to be at immediate risk would be removed from the home, however this was a last resort and it was more common to negotiate with families around how to protect the child during the course of the investigation, for example, arranging for an alleged perpetrator to leave the home environment or to place the child with extended family members for a short time.

Detective Inspector Dave Smith confirmed the above procedure and noted that the Police could make an arrest on the evidence provided or to ensure the protection of the child where appropriate.

Sonia Colwill, Director of Quality and Governance noted that health services took part in any discussions as needed and provided appropriate support.

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board advised Members that the role of the Board was to ensure that the appropriate multi-agency policies and procedures were in place and that a programme of audits had been established challenge systems and ensure they were robust.

The Assistant Director: Education advised Members that allegations could affect schools through a referral regarding the safety of a child or allegation against a member of staff.

The Head of Safeguarding and Quality Assurance confirmed that any allegation would be passed to the designated teacher or the Head Teacher and that discussions would be held with the Lead Officer for Education and Safeguarding to decide if a multi agency strategy meeting was needed and how the protection of the child or any disciplinary process of a teacher would proceed

There has been an increase in the number of referrals of allegations against professionals from 58 in 2009 to 97 in 2011, and over 50 allegations have been substantiated in the past year. How are these addressed?

The Head of Safeguarding and Quality Assurance confirmed that immediate action was taken in all cases where allegations against professionals were substantiated. Compromise agreements were not used in cases of child protection.

How is the performance of front line workers in child protection, such as social workers, monitored?

The Assistant Director: Safeguarding and Social Care confirmed that the service worked to recruit quality social workers who had the right

qualifications and that there was a comprehensive programme of continuous professional development. Supervision arrangements at the Council were also comprehensive with one supervisor overseeing six social workers. Supervising officers did not have any casework, but had an in depth knowledge of the cases of their social workers and met with them at least once a month (or once a week for less experienced social workers) to examine each case in a detailed manner, identifying potential issues and setting a range of tasks. Supervision meetings would identify where tasks had not been completed to time and would robustly address any issues, working with Human Resources to place staff on a plan for improving their performance where appropriate. If identified issues with staff performance were not resolved, staff members would then be taken through incapability/poor performance processes and may be dismissed.

The Executive Director: Education, Care and Health Services noted that a range of data was collected and published for senior managers in Education, Care and Health Services to consider on a weekly basis. This provided an early warning system when performance data was 'off track' and supported early intervention.

The Head of Safeguarding and Quality Assurance also confirmed that part of her role was to oversee an audit programme of practice. All cases were audited on a monthly basis and in addition, regular observations of social workers' practice in the field and in child protection meetings were undertaken.

Detective Inspector Dave Smith advised Members that the Bromley Police had a daily management meeting where every report of crime in the preceding 24 hour period were examined, including allegations relating to child protection or crimes that might affect the safety of children. A weekly meeting was also convened to consider each outstanding matter in the Borough and ensure that supervisors were performing to the appropriate level.

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board confirmed that work was ongoing to strengthen the quality assurance function of the Board. Thematic audits assessed multi-agency performance across certain areas, such as children with child protection plans, and there was increased level of challenge to audits.

When commissioning services, what weight is given to safeguarding criteria and what measures are in place to ensure safeguarding is central to delivery?

Sonia Colwill, Director of Quality and Governance confirmed that when commissioning health services, part of any tender specification included a framework for safeguarding children, and all providers must undertake a checklist relating to this framework to be considered as service providers. Monthly monitoring meetings were undertaken with all service providers which included consideration of child safeguarding. Action was immediately taken where there was any cause of concern.

Do all agencies involved in child protection have quality assurance programmes and whistle-blowing policies?

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board advised members that as the Board considered the outcomes of multi-agency audits, it was able to assess the operation of quality assurance programmes. The Board also had a two year rolling programme which assessed every agency responsible for safeguarding in Bromley across a range of safeguarding measures, ensuring that the right processes were in place to support good safeguarding practice.

When vulnerable children come in the Borough from other local authorities, what processes are in place to ensure they are identified by the appropriate local agencies?

The Assistant Director: Safeguarding and Social Care confirmed that the Bromley Safeguarding Board was signed up to the London-wide agreement around the tracking of children subject to child protection plans. Arrangements for the referral of a child assessed as being 'in need' to a new local authority was set out in safeguarding procedures and it was noted that these children were transferred in conference between the two local authorities.

Is awareness training undertaken around the impact of substance misuse on children?

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board assured Members that there was a comprehensive training programme around the effects of parental substance misuse on children. A range of strategies had been developed by agencies to tackle this issue.

Detective Inspector Dave Smith confirmed that there was an active information sharing arrangement between partners from health, children's social care and the police, and that relevant intelligence was acted upon by the police where appropriate.

What is the membership of the Bromley Safeguarding Children Board and what role do 'Lay Members' take?

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board advised Members that a recent review undertaken in November 2012 had reduced the membership of the Board from 45 members to around 20, with the new membership reflecting key agencies in child protection. Lay members to the Board had been appointed approximately two years ago and had undertaken excellent work. The Lay Member role was now under review with the potential for Lay Members to be representatives of the voluntary sector in future where appropriate.

Are Looked After Children placed outside of the Borough the responsibility of Bromley? Is their school attendance monitored?

The Head of Safeguarding and Quality Assurance advised Members that Looked After Children placed outside the Borough remained the responsibility of the Local Authority. Independent Reviewing Officers worked to ensure that every aspect of a Looked After Child's life in their placement was taken into account, including safeguarding, and there was a framework to ensure regular visits were undertaken with each Looked After Child.

The Assistant Director: Safeguarding and Social Care confirmed that the weekly bulletin provided to senior managers in Education, Care and Health Services included a key indicator representing visiting arrangements for Looked After Children and those subject to a child protection plan, and performance issues relating to this were quickly identified at an individual case level.

The Assistant Director: Education noted that Helen Priest acted as the virtual Head Teacher for Looked After Children. Helen Priest undertook school visits for Looked After Children living both in and out of the Borough and monitored student attendance, challenging schools where levels of attendance were a matter for concern.

The Head of Safeguarding and Quality Assurance also noted that the Local Authority was not responsible for Looked After Children placed in the Borough by other Local Authorities. Where pupils attending Bromley schools lived in other Boroughs, any concerns identified by agencies in Bromley would be referred to the borough in which they were resident.

Are there cases where Looked After Children are placed in the Borough by other local authorities and Bromley Council is not informed?

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board confirmed that local authorities were required to notify host Boroughs when Looked After Children were placed in their Borough. However, there were instances where other local authorities placed Looked After Children in the Borough, often for very short periods of time, without the Council being informed. Looked After Children could also be moved away from the Borough without the Local Authority being informed.

Detective Inspector Dave Smith advised Members that any report of a missing Looked After Child to the police would be reported to the Local Authority.

The Chairman expressed concern that this was the case and said that this matter should be raised at ministerial level.

Which agencies are included in the Bromley Safeguarding Children Board training programme, including health? How many schools' representatives are included in child protection training, including staff at primary level and early years providers?

The Executive Director of Education, Care and Health Services underlined that child safeguarding was the responsibility of everyone working with children in the Borough. In schools, the Head Teacher and Governing Body

had responsibility to ensure the right training was disseminated to all staff, and this was a key factor in any school Ofsted inspection. A number of agencies participated in the Board training programme, including schools and early years providers, and this could be supplemented by in-house and peer training where appropriate.

The Assistant Director: Education noted that child protection training was supported in schools through robust reporting systems to ensure any identified child protection issues were escalated effectively to the designated officer or Head Teacher.

Sonia Colwill, Director of Quality and Governance confirmed that a Health Forum comprising representatives of both public and private health organisations as well as the ambulance service met on a quarterly basis to consider a range of issues as well as training needs. The Named GP worked with GPs and other primary care providers, such as dentists, to ensure that appropriate training and awareness raising was undertaken around a range of areas including child safeguarding.

How often are the views of the Living in Care Council taken into account by the Bromley Children Safeguarding Board?

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board noted that children and young people aged 12 years or above who were subject to a child protection plan were entitled to attend the conference where their plan was developed. Members of the Board were currently considering how to best obtain feedback from these children and young people to ensure their views were taken into account when policies and processes that affected them were being developed or reviewed.

To what extent are the issues faced by young carers in relation to child protection being addressed?

The Assistant Director: Safeguarding and Social Care advised Members that there was a dedicated social worker for young carers who undertook assessments for those at risk or in need of support and help. Work was also undertaken in the community and by schools to identify young carers and to be aware of the issues they face.

What action is being taken to reduce incidence of bullying at school and e-bullying?

The Assistant Director: Education confirmed that schools worked extremely hard to reduce levels of bullying in schools and that School Councils often spearheaded this work.

How are incidents of child death reviewed?

The Head of Safeguarding and Quality Assurance advised Members that where there was an incident of child death, a child death overview panel,

which included representatives from a number of agencies including the child's school where appropriate, was convened. This panel considered each case in detail, identifying lessons to be learned and considering if any new policies or procedures needed to be put in place.

Do voluntary organisations work to promote child safeguarding?

The Head of Safeguarding and Quality Assurance noted that work was undertaken with the Voluntary Sector Forum to support safe care standards. The Bromley Safeguarding Children Board also encouraged voluntary sector organisations to review their own practice in relation to child safeguarding. Where allegations were received in relation to voluntary sector organisations, they were responded to robustly.

Is Child and Adolescent Mental Health Services (CAMHS) adequately resourced to meet the need for children and young people with mental health needs?

The Executive Director: Education, Care and Health Services noted that a number of children and young people who did not have a child protection plan do not meet the threshold for treatment through CAMHS.

The process for multi-agency working is very effective for serious cases. Is joined-up working delivered in the same way for cases that may appear as 'low risk'?

The Assistant Director: Safeguarding and Social Care confirmed that where an issue was reported to Children's Social Care that did not meet the threshold for further action, parents and carers were signposted to the most appropriate support services for early intervention, such as Children's Centres, Bromley Children Project or the Youth Service. Data was collected by these organisations around the success of their programmes and was reported to senior managers and the Department for Education. Individual outcomes were not collected for each user as it was for higher level services, however a sample of the users of the Bromley Children Project would be considered by the Bromley Safeguarding Children Board to assess the outcomes of this early intervention service.

A small proportion of children and young people in Bromley refuse to attend school or other educational provision or regularly truant. Will attendance still be monitored as more schools convert to academy status?

The Assistant Director: Education confirmed that academy schools were required to report pupil attendance to the Local Authority, but that this information would not be reported as regularly as by Local Authority maintained schools. Academies were responsible for ensuring good attendance by their pupils and this would form part of any Ofsted inspection. The Local Authority had a statutory right to track any child missing in education, which included monitoring visits by Education Welfare Officers to those educating their children at home. Children were issued with unique

pupil reference numbers which should assist in the tracking of pupils as they moved between schools.

When are parents expected to report their child or Looked After Child as 'missing'?

Detective Inspector Dave Smith confirmed that the definition of 'missing' used by the Metropolitan Police was after a person had been missing 24 hours, however the police acted immediately on any reports received. Details regarding missing children were shared with a range of agencies and any risks for the child, such as exposure to substance misuse, were identified through a pre-assessment checklist undertaken by the Assessment Team.

What is the role of elected Members in individual cases of child safeguarding, outside of their committee scrutiny role?

The Executive Director: Education, Care and Health Services confirmed that Members did have a role in referring issues of child safeguarding to Children's Social Care, but underlined that agencies were not able to share confidential information with councillors following referral of any issue.

Whose responsibility is risk management?

The Executive Director: Education, Care and Health Services confirmed that the post of Director of Children's Services had responsibility to manage risk and was the named accountable officer. A risk register was held by the Department and reviewed by senior managers on a regular basis to ensure risk was managed. The Lead Member had a role in being aware of risk and holding the Director of Children's Services to account for managing risk.

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board advised Members that the Board also worked to oversee the risk register.

How is risk managed for areas of child protection that might have a base in certain communities or cultures, such as forced marriage or female genital mutilation?

The Executive Director: Education, Care and Health Services underlined that child protection was not culturally sensitive. Such issues were managed at a multi-agency level including health, schools, the police and children's social care. Schools and the Youth Service worked to raise awareness around issues such as forced marriage and there were accessible routes for information and support for young people at risk. The Ethnic Communities Programme Manager worked with harder-to-reach communities within the Borough and helped raise awareness around key issues.

The Head of Safeguarding and Quality Assurance confirmed that schools were also supported to identify vulnerable pupils at key times, such as before the summer break, and refer them to suitable agencies.

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board also noted that the Board would shortly be considering a report around the range of services available to the traveller community to ensure that services were accessible for their particular needs.

At what stage is intervention undertaken on behalf of children following incidence of domestic violence?

Detective Inspector Dave Smith confirmed that in following up any report of domestic violence, police officers would complete a checklist which would be shared with Children's Social Care.

Helen Davies, the Independent Chair of the Bromley Safeguarding Children Board noted that as soon as there was evidence of domestic violence, any impact on children would be assessed.

Are there processes to protect children from the actions of other children, such as bullying, gang involvement or sexual exploitation?

The Executive Director: Education, Care and Health Services confirmed that all aspects of child safeguarding were considered, including where children put other children at risk.

Will any future reduction in funding for Children's Social Care or Education impact the provision of early intervention services in schools?

The Executive Director: Education, Care and Health Services advised Members that schools could choose to fund the services appropriate to their needs. The Pupil Premium was provided to schools to tackle issues faced by more vulnerable young people and could include the targeted delivery of early intervention services.

Academy schools can have a higher level of fixed-term or permanent exclusions. Is the Local Authority in a position to find alternate places for these pupils?

The Assistant Director: Education confirmed that work was being undertaken by schools and the Local Authority to reduce the level of fixed term and permanent exclusion in the Borough. New models were currently being considered which could include respite and outreach work to help maintain pupils in a mainstream setting.

How can we measure the success of early intervention work in child protection?

The Executive Director: Education, Care and Health Services advised Members that success in early intervention was largely measured through trends in level of users and services accessed over time. Currently Bromley had a high number of children resident in the Borough but the number of

children with child protection plans had consistently reduced which indicated that early intervention services and other processes were having a positive impact.

How is the Tackling Troubled Families Programme supporting child protection?

The Assistant Director: Safeguarding and Social Care confirmed that the Tackling Troubled Families Programme was managed within the Children's Social Care Service and was hosted by the Bromley Children Project. The primary aim of the project was to get children back into school, reduce youth crime and anti-social behaviour, put adults on a path back to work and reduce the high costs placed on public services. 140 families across the Borough had now been identified to participate in Year One of the project, and the Local Authority was confident that it would meet the criteria to draw down funding for Year Two

The Chairman thanked the presenters for their excellent presentations and for providing such a comprehensive outline of current multi-agency responsibilities and arrangements for child protection in Bromley for Members and Co-opted Members of the Care Services and Education PDS Committees.

RESOLVED that Members' comments and questions be noted.

**94 SCRUTINY OF THE ASSURANCE ASSESSMENT OF THE
JOINT POSITION OF DIRECTOR OF CHILDREN'S SERVICES
AND DIRECTOR OF ADULT SERVICES**

Report CSED 13002

The Executive Director of Education, Care and Health Services Department outlined the arrangements to fulfil the statutory roles of the Director of Children's Services and Lead Member for Children's Services in Bromley relating to the safeguarding of children. These arrangements were required to be subject to local testing when either the Director of Children's Services or the Lead Member for Children's Services undertook more than one role, as was the case in Bromley.

The Independent Bromley Safeguarding Children Board had oversight of Bromley's safeguarding procedures on behalf of partner agencies. The Independent Chair of the Bromley Safeguarding Children Board also had a duty to observe the work of the local system and, should it have failings, report these to the Director of Children's Services and the Chief Executive.

The Executive Director: Education, Care and Health Services explained that his role was one of coordination and that he was the accountable officer for child protection.

The Department for Education guidelines gave very direct guidance on the how child protection services should be delivered, however the Local Authority had proposed a number of additional safeguards to provide assurance that the statutory responsibilities of the Director of Children's Services were not compromised through the dual role of the Executive Director: Education, Care and Health Services. These comprised:

- That the Chief Executive in consultation with the Leader and Portfolio Holder continue to monitor the effectiveness of the current arrangements against the Council's requirements and the need for assurance set out in government guidance;
- In the event of a change of Director, the portfolio of responsibilities be reviewed; and,
- The Assistant Director for Children's Social Care, the Head of Safeguarding and Quality Assurance and the Independent Chair of the Bromley Safeguarding Children Board attend meetings of the Board and Education, Care and Health Services Departmental Management Team meeting on a quarterly basis to report on critical issues; thresholds, caseloads (numbers and type) and workforce (including stability, use of agency, sickness/stress absence and incidents of violence and complaints).

RESOLVED that:

- 1) Members of the Care Services and Education PDS Committees agree that the arrangements to discharge the statutory role of Director of Children's Services are safe and that the assurance test be repeated and reported annually; and,**
- 2) That this agreement should be communicated to the Chief Executive of London Borough of Bromley in his role as Head of the service.**

95 SUGGESTIONS FOR AREAS OF SCRUTINY FOR CARE SERVICES AND EDUCATION PDS COMMITTEES FOR 2013/14

Members considered future areas for scrutiny relating to child protection by the Care Services and Education PDS Committees for 2013/14.

RESOLVED that areas of scrutiny relating to child protection be considered by Care Services and Education PDS Committees for 2013/14 as appropriate.

The Meeting ended at 10.00 pm

Chairman

Matters Outstanding from Previous Meetings

Minute Number/Title	Decision	Update	Action	Completion Date
11th September 2012				
29 Further Review of the Behaviour Service	That a Member Officer Working Group be established to consider the future delivery of the Bromley Behaviour Service.	The report of the Bromley Behaviour Services Working Group would be presented to a future meeting of the Committee.	Democratic Services Officer	November
33 Increasing Use of Online Applications	That representations be made to London Councils to extend the use of 'The Hub' to support the availability online of evidence needed to support admission applications.	London Councils sent a letter on 22 nd February 2013 agreeing to explore the proposal. Progress by London Councils would be reported to a future meeting of the Committee.	Assistant Director ECS	July
23rd January 2013				
59 (d) Effective Governance (Role of the Local Authority)	That a School Governance Working Group be established for one meeting to consider a range of issues around the governance arrangements of the Local Authority in the future.	Progress with recommendations of the School Governance Working Group would be presented to a future meeting of the Committee.	Democratic Services Officer	November
59 (f) Commissioning of Speech and Language and Occupational Therapy for Pupils in Bromley Schools	That the outcomes of a project to consider the tribunals awarded against Bromley during academic year 2011/12 be reported to Executive Member/Officer Working Group for Special Educational Needs	A meeting of the Executive Member/Officer Working Group for Special Educational Needs would be convened when the report was published.	Democratic Services Officer	September
19th March 2013				
71 Portfolio Holder Update and Children's Champion Update	That discussions continue with the RC Archdiocese of Southwark around the potential to establish a six form of entry Roman Catholic secondary school in the Borough	Progress in discussions with the RC Archdiocese of Southwark would be reported to a future meeting of the Committee.	Education Portfolio Holder	July
72 (e) Future Role of the LA in Education Services	That the recommendations of the report be ratified by the Executive at its meeting on 3 rd April 2013, and Full Council on 1 st July 2013.	The report was referred to Executive at its meeting on 3 rd April 2013, and Full Council on 1 st July 2013.	Democratic Services Officer	July

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Report No.
RES13132

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Education PDS Committee

Date: 2nd July 2013

Decision Type: Non-Urgent Non-Executive Non-Key

Title: CONFIRMATION OF THE EDUCATION COVENANT

Contact Officer: Kerry Nicholls, Democratic Services Officer
Tel: 020 8313 4602 E-mail: kerry.nicholls@bromley.gov.uk

Chief Officer: Mark Bowen, Director of Corporate Services

Ward: N/A

1. Reason for report

- 1.1 The attached updated Education Covenant is provided to Members of the Education PDS Committee for their confirmation.
-

2. **RECOMMENDATIONS**

- 2.1 Members are asked to confirm the updated Education Covenant.

Non-Applicable Sections:	Policy, Financial, Legal and Personnel
Background Documents: (Access via Contact Officer)	N/A

Corporate Policy

1. Policy Status: Existing Policy
 2. BBB Priority: Excellent Council Children and Young People
-

Financial

1. Cost of proposal: Not Applicable for providing this reference.
 2. Ongoing costs: Not Applicable for providing this reference.
 3. Budget head/performance centre: Democratic Services
 4. Total current budget for this head: £363,070
 5. Source of funding: 2013/14 revenue budget
-

Staff

1. Number of staff (current and additional): 10 posts (8.55fte)
 2. If from existing staff resources, number of staff hours: 0.20hrs to provide this reference.
-

Legal

1. Legal Requirement: None to provide this reference
 2. Call-in: Not Applicable
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): Attached Education Covenant provided for the information of Education PDS Members and Co-opted Members.
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: N/A

**The London Borough of Bromley
Education Covenant**



**This Covenant complements our 17 Education Commitments approved
by the Full Council on 21 January 2013**

Our 17 Educational Commitments set out this Council's educational philosophy and general principles. In those Commitments we make it clear that the LEA working with Governing bodies welcome and encourage all schools to become Academies with all the independence of action that such Academy status brings. We support the creation of new Free Schools and the expansion of selective education. Three Free Schools have only recently been approved to open in the north of the Borough.

We are mindful of the fact that education in this Borough is being provided through public funds, in buildings which in many cases were paid for by the local community or by the churches and with public support to provide an education for the children of the Borough and surrounding area. We as a Council and indeed as a community all have an obligation to children and young people and we outline our commitments to them and our expectation of them below.

As a Council:

We retain more than 250 statutory educational duties including some major overarching responsibilities. As the civic leader of the community, we have a duty to the residents of the borough: to ensure that there are sufficient school places; that the quality of the education provided is of the highest standard; that our children leave school prepared for a successful and fulfilled adult life; and that our young people are able to play their part as citizens in a democratic, economic prosperous Britain.

For Parents:

We will provide a choice of good and outstanding schools (including academies and Free Schools) in which your children can thrive socially and academically. In return, we expect you to support your children by ensuring they attend school, behave well, undertake school and homework, and co-operate with school staff.

For Pupils:

We will work to ensure that your school provides a first rate education suited to your needs in safe and secure buildings. In return, we expect you to attend regularly, work hard, be well behaved and co-operate with your teachers.

Of School Governors:

Rightly we are very grateful for the voluntary service you give to your community as Governors. Your school or academy will give you access to high quality training and development to enable you to do your job well. In return, you will be expected to take an active part in the governance of your school, ensuring that it delivers a high quality education in a safe and secure environment, providing good value for public money.

For School Leaders:*

To work with children and young people is a huge privilege. We expect all our schools to co-operate with the local authority in delivering on the five outcomes given in Every Child Matters:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing

For Residents:

We will ensure: that there are sufficient school places in the borough; that schools are monitored to ensure a high quality of education and behaviour; and that there is value for money provided to the tax payer. In return, we hope that you will support your local school in fundraising, charitable and other activities to support the wider community they serve.

For Local Business:

We will encourage schools to ensure: that pupils leave school well equipped for the world of work; and that they have the skills and attributes to be good citizens. In return, we hope that you seek to employ local young people wherever appropriate and provide Saturday part-time work or work experience where possible. We will also encourage and welcome applicants from local businesses to play an active role as school governors.

*** Academies**

Academies have a Section10 duty to co-operate with the LA to ensure children's well-being. The LA has a duty under Section11 to safeguard children in its area.

There is a statutory obligation on academies to co-operate with LAs pursuant to Section 10 of the Children Act 2004; Section 10 provides for “co-operation and well-being”.

It is considered that such obligations do not interfere with an academy’s independence; the creation of an academy does not rid the LA of its (pre)existing obligations regarding the welfare of children. Academies should view this in the spirit of co-operation rather than bureaucracy.

(We would expect that this duty to co-operate would include the provision of statutory information and data to the Council.)

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Report No.
RES13130

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Education PDS Committee

Date: 2nd July 2013

Decision Type: Non-Urgent Non-Executive Non-Key

Title: **UPDATE OF THE 2013/14 EDUCATION PORTFOLIO PLAN
(INCLUDING EDUCATION COMMITMENTS)**

Contact Officer: Kerry Nicholls, Democratic Services Officer
Tel: 020 8313 4602 E-mail: kerry.nicholls@bromley.gov.uk

Chief Officer: Mark Bowen, Director of Corporate Services

Ward: N/A

1. Reason for report

1.1 The attached Information briefing is provided to Members of the Education PDS Committee for their consideration.

2. **RECOMMENDATIONS**

2.1 Members are asked to note the information provided in the attached briefing.

Non-Applicable Sections:	Policy, Financial, Legal and Personnel
Background Documents: (Access via Contact Officer)	N/A

Corporate Policy

1. Policy Status: Existing Policy
 2. BBB Priority: Excellent Council Children and Young People
-

Financial

1. Cost of proposal: Not Applicable for providing this reference.
 2. Ongoing costs: Not Applicable for providing this reference.
 3. Budget head/performance centre: Democratic Services
 4. Total current budget for this head: £363,070
 5. Source of funding: 2013/14 revenue budget
-

Staff

1. Number of staff (current and additional): 10 posts (8.55fte)
 2. If from existing staff resources, number of staff hours: 0.20hrs to provide this reference.
-

Legal

1. Legal Requirement: None to provide this reference
 2. Call-in: Not Applicable
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): Attached briefing provided for the information of Education PDS Members and Co-opted Members.
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: N/A

London Borough of Bromley

PART 1 - PUBLIC

Information Briefing for Education Portfolio Holder and Policy Development and Scrutiny Committee 2nd July 2013

Education Portfolio Plan (Spring Term Update) Including Education Commitments

Contact Officer: Angela Buchanan, Planning & Development Manager
Tel: 020 8313 4199 E-mail: angela.buchanan@bromley.gov.uk
Tessa Moore, Assistant Director for Education
Tel: 020 8313 4146 E-mail: tessa.moore@bromley.gov.uk

Chief Officer: Terry Parkin, Executive Director Education, Care & Health Services
Tel: 020 8313 4060 E-mail: terry.parkin@bromley.gov.uk

1. Summary

The purpose of this information briefing is provide the Education Portfolio Holder and PDS Committee with a spring term update of the Education Portfolio Priorities agreed at the Education PDS meeting on the 23rd January 2013.

As part of this briefing a full spring term update has been attached for information, the majority of planned actions have been completed and work has commenced on the summer term actions which will be reported to members in the autumn.

2. THE BRIEFING

As part of the spring term update we have taken the opportunity to highlight the links between the Education Covenant and Commitments with both being included within the Education Portfolio Plan 2013. Over the course of the year the Portfolio Holder and PDS committee have been presented with a range of reports, again these have been included as reference library (via hyperlinks) at the end of the plan (attached as appendix 1).

The January report highlighted a number of areas that would form the basis of the Education Portfolio Priorities and work programme for 2013. These included the challenges that the LA could experience as more schools/ governing bodies become academies, with it becoming less viable for the Borough to maintain central services for what is a diminishing number of schools. The role of the Borough as a local education authority also changes.

Focus on seven key priorities was the theme of this plan, covering both the changing environment and the statutory duties of the local authority (ensuring an adequate supply of places, and determining the special educational needs of qualifying pupils).

Each of these seven priorities had clearly defined aims, actions planned across three school terms and measures to monitor achievement (at the end of the year).

Good progress has been reported across all priorities for the Spring Term 2013. A full update is attached as appendix 1. With key notable successes being around:

- Following adoption of the new policy framework for accelerating academy conversions with 17 academy conversions in process and a further 12 potential conversions;
- Transparency and targeted support for schools requiring to improve;
- Increased capacity in primary and special schools with in principle agreements for three new primary free schools, funded by the EFA;
- Identification of a range of different models for the delivery of the behaviour service and continuing work to identify the best one for the future;

The table below shows the summary progress for each priority:

Priority	Spring Term Actions (RAG)
Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers;	Nine actions complete (Green) 1 action underway (Amber)
Work with governing bodies, the Department for education and others to expand popular and successful schools;	Five actions complete one action has moved to Summer Term (Green)
Use the academy and free school programme to promote and develop further that choice;	All five actions complete (Green)
Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents;	All five actions complete/ underway (Green)
Encourage parents, faith groups and others to work with the borough to increase the range & diversity of the outstanding schools on offer;	All four actions complete (Green)
Ensure those pupils with special educational needs have good outcomes;	7 actions complete/ underway (Green)
Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education;	All 10 actions complete (Green)

Key challenges remain across all areas with particular focus continuing on:

- Primary and Secondary Place Planning to continue to identify capacity to meet the growing needs;
- Introduction of online applications as default;
- Implementation of the additional early years places for 2 year olds;
- Integration of provision for children with special educational needs;

3. SUPPORTING DOCUMENTS

Appendix 1 Education Portfolio Priorities Spring Term Update

**Education Portfolio Priorities
(Including the Education Covenant & Commitments)
January – December 2013**

Spring Term Update May 2013
Draft until after PDS Committee comments

Contents

Area	Page
Education Covenant	3
Education Commitments (cross referenced with 2013 Portfolio Priorities)	5
Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; <ul style="list-style-type: none"> ○ Aims and Measures ○ Spring, Summer and Autumn Term Actions ○ Spring Term Update May 2013 	7
Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity; <ul style="list-style-type: none"> ○ Aims and Measures ○ Spring, Summer and Autumn Actions ○ Spring Term Update May 2013 	11
Use the academy and Free School programme to promote and develop further that choice; <ul style="list-style-type: none"> ○ Aims and Measures ○ Spring, Summer and Autumn Actions ○ Spring Term Update May 2013 	14
Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents; <ul style="list-style-type: none"> ○ Aims and Measures ○ Spring, Summer and Autumn Actions ○ Spring Term Update May 2013 	16
Encourage parents, faith groups and others to work with the borough to increase the range & diversity of the outstanding schools on offer; <ul style="list-style-type: none"> ○ Aims and Measures ○ Spring, Summer and Autumn Actions ○ Spring Term Update May 2013 	18
Ensure those pupils with special educational needs have good outcomes <ul style="list-style-type: none"> ○ Aims and Measures ○ Spring, Summer and Autumn Actions ○ Spring Term Update May 2013 	20
Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education. <ul style="list-style-type: none"> ○ Aims and Measures ○ Spring, Summer and Autumn Actions ○ Spring Term Update May 2013 	24
Background Documents Available	29

The London Borough of Bromley Education Covenant

This Covenant compliments our 17 Education Commitments approved by the Full Council on 21 January 2013

Our 17 Educational Commitments set out this Council's educational philosophy and general principles. In those Commitments we make it clear that the LEA working with Governing bodies welcome and encourage all schools to become Academies with all the independence of action that such Academy status brings. We support the creation of new Free Schools and the expansion of selective education. Three Free Schools have only recently been approved to open in the north of the Borough.

We are mindful of the fact that education in this Borough is being provided through public funds, in buildings which in many cases were paid for by the local community or by the churches and with public support to provide an education for the children of the Borough and surrounding area. We as a Council and indeed as a community all have an obligation to children and young people and we outline our commitments to them and our expectation of them below.

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Rightly we are very grateful for the voluntary service you give to your community as Governors. Your school or academy will give you access to high quality training and development to enable you to do your job well. In return, you will be expected to take an active part in the governance of your school, ensuring that it delivers a high quality education in a safe and secure environment, providing good value for public money.

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Academies have a Section 10 of the Children Act 2004 duty to co-operate with the LA to ensure children's well-being. The LA has a duty under Section 11 of the Children Act 2004 to safeguard children in its area.

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It is considered that such obligations do not interfere with an academy's independence; the creation of an academy does not rid the LA of its (pre)existing obligations regarding the welfare of children. Academies should view this in the spirit of co-operation rather than bureaucracy.

(We would expect that this duty to co-operate would include the provision of statutory information and data to the Council.)

Education Commitments (* not specifically covered by an action within the 2013 Plan)

Commitment	Portfolio Plan Priority May Update
General Principles we...	
1. believe in the right of parents (where practicable) to have as much choice of schools as possible including faith schools;	Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity;
2. will support and encourage all Bromley LA schools to convert to academy status;	Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents; Use the academy and Free School programme to promote and develop further that choice;
3. support the creation of 'Free Schools' and, where appropriate, will encourage local parents to apply for one;	Use the academy and Free School programme to promote and develop further that choice; Encourage parents, faith groups and others to work with the borough to increase the range & diversity of the outstanding schools on offer;
4. will continue to support the expansion of selective education, including Grammar Schools, particularly in the central and northern part of the Borough;	Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity; Use the academy and Free School programme to promote and develop further that choice;
5. will continue to improve the provision of SEN education in the Borough;	Ensure those pupils with special educational needs have good outcomes;
6. support the concept of an education voucher system which gives additional support to children with different educational needs, including academically gifted pupils;	*Ensure those pupils with special educational needs have good outcomes;
7. will continue to encourage all Bromley secondary schools to ensure that all suitable pupils are prepared for the universities which best meet their aspirations;	Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education;
8. support the concept of a University Technical College (UTC) providing high quality technical education for 14-19 year olds;	*Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education;
9. support the creation of 'modern apprenticeships' for a wide variety of skilled trades;	Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education;
10. support the concept of 'lifelong learning' and the important work of adult education.	Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education;

Within the remaining Maintained sector we will...	
11. support schools in ensuring that all teachers and other staff are competent in their role;	Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers;
12. support schools in maintaining good discipline;	Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers;
13. work to improve school governance;	Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity;
14. work to improve the chances for underperforming children particularly in the early years and primary years and will work to encourage the continuing development of high quality early year provision in the Borough through existing and new private and voluntary providers;	Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity;
15. encourage schools to identify children with exceptional talents or academic ability and ensure that their needs are provided for;	*Ensure those pupils with special educational needs have good outcomes;
16. support changes to improve the quality and rigour of the exam system;	Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers;
17. support measures (including reading through Phonics) to ensure that no child leaves primary school unable to read and write English and without a good competence in basic maths.	Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers;

Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
Undertake a re-categorisation of schools based on risk and agree intervention and support to ensure improvement in under- performing schools.	Obtain Portfolio Holder decision re: process and criteria for categorising schools. This will include transparent data and risks and a communications plan for all stakeholders.	Preparation for categorisation exercise (following results) will be undertaken.	Communication to all head teachers and chairs of governors on the outcome of the categorisation exercise.
Lead Officer: Nina Newell	Refresh the Primary Schools Advisory Group PSAG (senior lead officers) to: <ul style="list-style-type: none"> • support under performing schools against agreed criteria; • provide governance/ financial framework; • review school's data; 	Planning for the programme of intervention and support to the identified under performing schools will commence.	The programme will be finalised for intervention and support to the identified under- performing schools.
	Provide ring fenced resources to support action plans in under-performing schools. Monitored by PSAG.	Update on under-performing schools reported to Education PDS.	Improvements to under-performing schools reported to Education PDS.
	Alert head-teachers, governors and Members to changes in how data will be presented with the practice of anonymising ceasing and openness: <ul style="list-style-type: none"> • in data presentation & transparency; • in categorisation and processes; • with schools causing concern & intervention. 	Organise and run challenge meetings with the head teacher and chair of governors for schools causing concern (half termly).	Organise and run challenge meetings with the head teacher and chair of governors for schools causing concern (half termly).
	Restructure of the school improvement service to ensure a focused intervention team on high priority schools.	Half termly team meetings with report back to PSAG.	New efficient service delivery. Half termly team meetings with report back to PSAG.

Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
Spring Term Update May 2013 Green all actions completed	The Portfolio Holder endorsed a more open and transparent process for sharing information with and between schools and the proposals to categorise schools and inform key stakeholders of any concerns that the Local Authority may have about an individual school at the Education PDS Committee on the 23 rd January 2013. Following this meeting all head-teachers and governors were informed of these changes via the school circular system. PSAG has been refreshed and its first meeting held a schedule of follow up meetings are arranged. Funding allocated to 24 schools (8 schools receiving intensive, 10 medium and 6 light support). A further report will be presented to PDS in the Autumn Term. The school improvement service has been restructured from April 2013 to provide support to schools categorised as 'high priority' and where intervention is deemed necessary. The service will work in close partnership with the head-teacher and governing body to address the agreed areas for improvement, providing support, additional resources and regular monitoring. The focus will be on the school developing the leadership capacity to ensure improvements.		
NEW AIM Undertake a programme of support and challenge (based on the risk categorisation methodology) for early years providers categorised as satisfactory or less to ensure provision of high quality services. Lead Officer: Nina Newell	Identification of how the methodology agreed by the PH for under performing schools can be used to assess and support Early Year's providers.	Alert early years providers to the changes in how data will be presented with the practice of anonymising ceasing and openness: <ul style="list-style-type: none"> • in data presentation & transparency; • in categorisation and processes; • with providers causing concern & intervention. 	Update on providers who are satisfactory or less reported to Education PDS.
		Planning for the programme of intervention and support.	The programme will be finalised and implementation will commence.
		Organise and run challenge meetings with the providers identified.	Organise and run challenge meetings with the providers identified.

Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
<p>Spring Term Update May 2013 Green action completed</p>	<p>There are currently 15 providers identified as satisfactory or less from a total of 173 the others being good or outstanding. The following work has been done so far: Initial visits by officers to devise action plans with clear timescales for development. Support visits and training delivered depending on the level of need in individual settings. Monitoring visits from LA officers to track progress and to assess the success criteria of the action plans. From July, final visits to sign off actions on the action plans and to discuss exit strategies with individual settings. From September a Bromley Quality Improvement Programme will be in place with focussed support in individual settings and group workshops. Workshops to support reflective practice and self-evaluation planned.</p>		
<p>Ensure that effective Behaviour Services are in place.</p> <p>Lead Officer: Jo Twine</p>	<p>Behaviour Services working party (BSWG) to determine future structure.</p> <p>Delegation of the dedicated schools grant (DSG) funding to PRUs and change of governance.</p>	<p>Produce outline business case based on the options agreed (at last BSWG) and report to the July BSWG meeting.</p> <p>Finalise full business case and present to Portfolio Holder for decision at the September Education PDS meeting.</p>	<p>Implement new efficient service delivered (Oct 13 – March 14).</p>
<p>Spring Term Update May 2013 Green all actions are on track</p>	<p>At its May meeting the Behaviour Services Working Group considered the project elements and timescales (these are reflected in the actions above). The working group considered 13 options for the future delivery of the service it agreed that outline business cases would be developed for eight options. A report detailing these options is available on this agenda for information (Report ED13067).</p> <p>The funding and line management responsibilities were delegated from the 1st April 2013.</p>		
<p>Review the efficiency of admissions to schools and the service provided to parents.</p> <p>Lead Officer: Iain Johncock</p>	<p>Consider proposals for restructure and future delivery of service.</p>	<p>Restructure and changes to service delivery.</p>	<p>New efficient service delivered.</p>

Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers; Education Commitments 1, 11, 12, 14, 16 and 17

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
Spring Term Update May 2013 Amber work has commenced	Other local authority models explored and report being prepared for the portfolio outlining potential models including the use of more online by default applications with appropriate support to residents who may not be able to access online facilities.		

We will measure achievement by:

Zero schools will be causing concern by 2015
 No school will remain in a high priority category for more than 18 months

Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity; Education Commitments 1, 4 and 13

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
<p>Implementation of the Primary Schools development plan (including expansions) will provide additional reception places by 2014 and beyond.</p> <p>Lead Officer: Iain Johncock</p>	<p>Undertake statutory consultation processes relating to the 3 primary schools identified in development plan (Bromley Road Infant School Worsley Bridge Junior School and Keston CE Primary). Additional places identified to ensure offers made to all on time applicants.</p>	<p>Decisions made by Portfolio Holder based on consultations and representations.</p>	<p>Necessary funding secured for capital building works – works commence.</p> <p>Churchfields and Riverside expansions will have been completed providing additional places.</p>
	<p>Notification of the capital allocation for basic needs funding. Allocation will be reviewed in light of this and the projects identified in the primary school expansion programme.</p>	<p>Place Planning commences with consideration of 2014 and beyond.</p> <p>Monitor and review the primary school capital programme. Report to Education PDS.</p>	<p>The place planning working group will report its findings and any statutory consultations will be prepared.</p> <p>Monitor and review the primary school capital programme. Report to Education PDS.</p>
<p>Spring Term Update May 2013 Green actions completed</p>	<p>Statutory consultation undertaken (informal) for the three schools and presented to the Portfolio Holder at the March Education PDS meeting for decision, which was to agree the proposed change of age range at Bromley Road Infant School and Worsley Bridge Junior School so that both schools become all-through Primary Schools with effect from 1st September 2014 and to agree the expansion for an additional 'bulge' year of one form of entry for the academic year 2013/14 at Keston and that following the response to the consultation by local residents that serious consideration be given to alternate school sites for permanent expansion. At the same meeting a contingency of £700,000 basic needs capital was set aside to support required building works to achieve the additional places that may be required at the schools.</p>		

Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity; Education Commitments 1, 4 and 13

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
	<p>Notices were published for Bromley Road and Worsley Bridge in June 2013, with the implementation of Worsley Bridge brought forward to September 2013 to provide additional places. The Keston proposal is being held in abeyance pending resolution of site and planning issues.</p> <p>In addition work has been undertaken to complete a business case for a new build two form entry primary school in the borough (now approved as Harris Bromley Free School) and to identify other long term options to provide a solution to the shortfall of places, (in addition to places currently being provided through 'bulge' classes, not a sustainable solution).</p>		
Development of the strategic plan to create additional secondary school places 2016 – 22 (inc feasibility study)	Continue consultation with all Secondary Head-teachers and Governor representatives on in-house expansion and VFM exercise.	Undertake a gap analysis of missing provision to support Portfolio Holder's strategic decision making.	Update Education PDS on the implementation of the strategic plan.
Lead Officer: Iain Johncock		<p>Present a feedback report to the Secondary Head-teachers' Forum on the initial proposals for teaching expansion.</p> <p>Consult on potential proposals for secondary expansion.</p>	Report to Education PDS on the future landscape re: Secondary School expansion 2016 - 22.
<p>Spring Term Update May 2013 Green Action completed Feedback action moved to Summer Term</p>	Work has been undertaken with paving discussions with head-teachers, VFM exercise has commenced looking at existing capacity, space and economy planning. This will be presented as a consultation to a wider stakeholder group during September with the proposed bid being presented to the Education PDS committee in November.		
The LA statutory appointed Governors have a leadership role in promoting educational opportunities within Bromley schools.	<p>Set up a member officer working group to examine the role of LA Governors.</p> <p>Report on Effective Governance</p>	Revisit the role of LA Governors and discuss how to support and communicate with this key group of Governors on Council's vision for education by opening discussions	Implement any changes following discussions. Including communication, information systems, training etc

Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity; Education Commitments 1, 4 and 13

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
Lead Officer: Alicia Mundy	to be presented to the Education PDS committee.	at the Governors Forum.	
Spring Term Update May 2013 Green All actions have been completed	A report was presented to the Education PDS committee on the 23 rd January 2013. The group has met twice and will be meeting again during the Summer Term the report from the working group will be presented at the September Education PDS meeting.		
NEW AIM Build capacity to deliver an additional 600 places for two year olds within the private, voluntary, independent and maintained early years provision by September 2013 Lead Officer Nina Newell	Identify providers of the required quality within the geographical areas where increased capacity will be required and determine additional capacity available. Target quality support on those satisfactory providers within these areas to improve the quality of the provision. Identify the process changes which will be needed to integrate and streamline with that used for 3&4 year old funded places.	Undertake the identified work with providers to achieve the required increase in places and hours by September 2013. Streamline processes to integrate with those used for 3 and 4 year old funded places.	Prioritise how the capital funding will be spent to ensure that facilities in good and outstanding provision are prioritised.
Spring Term Update May 2013 Green actions underway	383 places have been created for 2 year olds at 58 early years settings and 13 with childminders. 215 confirmed vacancies are available from September 2013. 197 in EY settings and 15 with childminders. There are also 229 children already approved and placed. This gives a total of 444 places already for the Autumn Term. The Autumn places are provided by 110 providers 12 of which are childminders. Parents can apply for a place online through the Bromley website or complete a paper referral. Following a recent mail out to eligible families using information provided by the DfE we are currently receiving 30 online and 30 paper referrals a week.		
We will measure achievement by:			
All resident children are able to receive a school place within published timescales Update: all the children who applied for a primary place on time received a school place of the 3820 children 76% received their first choice (compared to 78% last year) and 5% were directed. New Increase the number of early years places from 1500 by September 2014			

Use the academy and Free School programme to promote and develop further that choice; Education Commitments 2, 3 and 4

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
<p>Use the expansion programme feasibility study to explore Free School opportunities.</p> <p>Lead Officer: Jo Twine</p>	<p>Continue discussions with Department of Education and academy sponsors regarding plans for Free Schools in the borough.</p> <p>Report to Education PDS updating on Free School submissions.</p>	<p>Continue to seek-out potential sites for Free Schools and look to work with at least one new provider a year.</p> <p>Report to Education PDS updating on Free School submissions.</p>	<p>Continue to seek-out potential sites for Free Schools and look to work with at least one new provider a year.</p> <p>Report to Education PDS updating on Free School submissions.</p>
<p>Spring Term Update May 2013</p>	<p>A report was presented to the Education PDS in March 2013 - at this time there were no Free Schools in our Borough. Following submission to the DfE, three Free Schools were approved in May 2013, to open in September 2014:</p> <ul style="list-style-type: none"> ○ The Harris Federation - two forms of entry (60 places per year) All through Primary Free School - on the site of the existing Harris Beckenham Secondary ○ The Harris Federation Two forms of entry (60 places per year) All through Primary Free School – Bromley area, on the Kingswood site ○ Bromley Bilingual Primary School (in partnership with the Council for British Teachers) Two forms of entry, opening with two Reception classes, one Year 1 class and one Year 2 class in September 2014 – site not known <p>The Harris Aspire Free School offering alternative provision will also open in Sept 2013 on temporary sites.</p>		
<p>Promote partnership working for school improvement. Ensuring that school improvement opportunities are sustained into the future (VfM). Links to first priority</p> <p>Lead Officer: Nina Newell</p>	<p>Further develop relationships between schools, including academy group models by facilitating meetings and supporting partnership working.</p>		

Use the academy and Free School programme to promote and develop further that choice; Education Commitments 2, 3 and 4

This will be achieved by:

	<p>Setup the school bidding process for funding opportunities for cross school teaching and learning programmes and devise monitoring framework to enable progress to be reported.</p>	<p>Successful partnership plans will commence being implemented.</p>	
	<p>Schools prepare bids and plans for securing the funding opportunities.</p>	<p>Commence monitoring of plans to ensure improvements and VFM.</p>	<p>End of autumn term reports to AD Education on impact of the school improvement strategies.</p>
<p>Spring Term Update May 2013 Green Actions underway as planned</p>	<p>Applications to convert to academies are with the DfE (see next priority for fuller update). A range of supports and formal partnerships have been put in place (including academy chains) to embed and codify school to school support. Evidence that heads are leading other schools through process.</p>		

We will measure achievement by:

All schools involved in a collaborative developing structure and capacity to move forward to become academies.
 Three or more Free School providers exploring opportunities within Borough (at least one in house provider).
 Ofsted measure - 80% of good or better teaching.

Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents; Education Commitment 2

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
<p>Ensure internal capacity to support strategic plan.</p> <p>Lead Officer: Tessa Moore</p>	<p>Provide project management support (recruit/ identify project manager) to schools converting.</p> <p>Map out potential school groups and host a FASNA road show for HTs/COGs/Finance Reps</p>	<p>Link with DfE for discussions on resources following any capacity shortfall.</p>	<p>Link with DfE for discussions on resources following any capacity shortfall.</p>
<p>Spring Term Update May 2013 Green all actions completed</p>	<p>Dedicated project manager recruited and been leading on this area since DATE. All areas mapped and road shows hosted to date. During the spring term there has been significant developments including 3 schools are in the process of converting by 1st September 2013; 8 schools have formed a chain and have commenced consultation with parents (with most having submitted an application to DfE to covert. A further ten schools have notified the LA of their intent either to convert to Academy status or to undertake consultation on conversion to academy status.</p>		
<p>Promote different academy models including – umbrellas, MATs, sponsors, and federations.</p> <p>Lead Officer: Jo Twine</p>	<p>Put in place an operational support plan for under performing schools to become sponsored academies.</p>	<p>Link operational support plan to categorisation and involve governors in decisions and sponsorship.</p>	<p>Link with DfE on 2013/14 operational support plan following autumn term categorisation process.</p>
<p>Spring Term Update May 2013 Green all actions are underway</p>	<p>The school improvement service has been restructured from April 2013 to provide support to schools categorised as ‘high priority’ and where intervention is deemed necessary this includes supporting those schools who are converting to become academies. Work has been done with schools to identify strengths and weaknesses; supporting the application process; broker partnerships; advising on academy structures; school to school support arrangements; advice and guidance on required functions i.e. insurance, procurement and HR.</p>		

Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents; Education Commitment 2

This will be achieved by:

<p>Develop the Bromley Adult Education College (BAEC) to include a workforce development strand.</p> <p>Lead Officer: Carol Arnfield</p>	<p>Make preparations for the new programme to incorporate the training elements that will move from the EDC.</p>	<p>Deliver the NQT programme and the Governor Training Programme from April 2013.</p> <p>Develop SWD courses for next year, training website and plan additional money/CPD offer for academic year 2013/14.</p>	<p>Launch additional training and CPD programme for academic year 2013/14.</p>
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<p>Spring Term Update May 2013 Green Action completed</p>	<p>Physical relocation from the EDC has taken place with all teaching and learning resources relocated. Preparation for the training to start in Summer term completed.</p>
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We will measure achievement by:

December 2015 all Bromley schools that are financially viable will be academies.
 December 2015 all remaining maintained primary schools (small schools) will be in discussions with the LA on Federations/sponsors.
 The range of models will include standalone convertors, MAT, Umbrella Trusts, informal partnerships, Federations and sponsored academies.

**Encourage parents, faith groups and others to work with the borough to increase the range & diversity of the outstanding schools on offer;
Education Commitments 3**

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
<p>Work with the Diocese of Rochester to enable the C of E cluster of schools to move forward to become academies.</p> <p>Work with the Archdiocese of Southwark to enable the Catholic cluster of schools to move to become academies.</p> <p>Lead Officer: Iain Johncock</p>	<p>Continue dialogue with both the Diocese and Archdiocese with formal meetings planned for early in 2013.</p>	<p>Undertake identified actions to support conversion to academies.</p>	<p>Ensure at least 3 of 8 conversions by Autumn 2013.</p> <p>Ensure at least one additional conversion by Autumn 2013.</p>
<p>Spring Term Update May 2013 Green good progress has been made with this action</p>	<p>Work has continued to assist the conversion of the C of E and RC clusters of maintained schools to become academies. By September all the RC schools will have converted. See broader update in priority above.</p>		
<p>Work with the Diocese of Rochester to undertake the secondary expansion feasibility study (links to priority 2)</p>	<p>Continue the dialogue with the Diocese at the formal meeting planned for early in 2013.</p>	<p>Ensure that the information from the Diocese is included in the gap analysis to support Portfolio Holder's strategic decision making.</p>	<p>Include an update of the proposals to Education PDS in the implementation of the strategic plan report.</p>
<p>Work with the Archdiocese of Southwark as to the feasibility of a Catholic secondary school within the borough. Predictions based on the baptism records and primary expansion programme.</p> <p>Lead Officer: Ian Johncock</p>	<p>Continue the dialogue with the Archdiocese at the formal meeting planned for early in 2013.</p>	<p>Strategic discussions with Executive Director and representatives from Southwark. Ensure that the information from the Diocese is included in the gap analysis to support Portfolio Holder's strategic decision making.</p>	<p>Possible consultation process.</p> <p>Include an update of the proposals in the report to Education PDS on the implementation of the strategic plan.</p>
<p>Spring Term Update May 2013 Green good progress has been made</p>	<p>Meetings have taken place this also relates to the priority 2 (covered earlier within the plan) which is looking at the development of the strategic plan to create additional secondary school places 2016 – 22 (inc feasibility study).</p>		

**Encourage parents, faith groups and others to work with the borough to increase the range & diversity of the outstanding schools on offer;
Education Commitments 3**

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
<p>Ensure that the good working relationship continues with the Diocese and Archdiocese through open dialogue and challenge during the categorisation process and intervention in under-performing schools.</p> <p>Lead Officer: Nina Newell</p>	<p>Obtain Portfolio Holder decision re: process and criteria or categorising schools. This will include transparent data and risks and a communications plan for all stakeholders.</p>	<p>Explore with Diocesan representatives any sponsored arrangements for CE and RC schools causing concern.</p>	<p>Work with DfE and Diocesan representatives on sponsored academy programme for UP church schools.</p>

<p>Spring Term Update May 2013 Green Action completed</p>	<p>The Portfolio Holder endorsed a more open and transparent process for sharing information with and between schools and the proposals to categorise schools and inform key stakeholders of any concerns that the Local Authority may have about an individual school at the Education PDS Committee on the 23rd January 2013. Following this meeting all head-teachers and governors were informed of these changes via the school circular system.</p>
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We will measure achievement by:

100% Church of England schools converted under MAT or 'chain' arrangement with relevant Diocese by December 2015.
100% Roman Catholic schools converted under MAT or 'chain' arrangement with relevant Diocese by December 2015.

Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
<p>Build the work of the Pathfinder project and implement workstreams to provide an integrated pathway for children and young people and their families ensuring a smooth transition to the new SEND framework.</p> <p>Lead Officer: Helen Norris</p>	<p>Test the new Single Education Health & Care Plan, assessment, threshold and resource processes, with the 50 Pathfinder registered families.</p> <p>Agree Pathfinder Phase 2 targets with DfE, including consideration of additional DfE funding through Pathfinder Champion status.</p>	<p>Establish Single Plan for complex needs beyond initial cohort.</p> <p>Disseminate process and threshold guidance linking the local offer and national Pathfinder requirements on emerging new SEND code of practice.</p> <p>Adjust Pathfinder workstream action plans in line with national guidance.</p>	<p>Rollout the Single Plan for complex needs including nationally agreed Pathfinder modifications. Prepare for full delivery by September 2014.</p> <p>Deliver Phase 2 agreed targets.</p>
<p>Spring Term Update May 2013 Green actions underway as planned</p>	<p>As part of the Pathfinder grant target requirements we have 68 signed up families undergoing an EHC plan across the 0-25 age range. The targets for delivery of 2013/14 Pathfinder and Champion activity have been set by the DfE. Bromley's joint bid with Bexley for Champion status was one of only 9 national Pathfinder Champion bids selected. Funding for the Pathfinder and Champion Programmes via a DfE grant has been agreed.</p>		
<p>Develop an accessible directory of services for children, families and young people with SEND across Education, Health and Care.</p> <p>Lead Officer: Andrew Royle</p>	<p>Develop the "local offer" by using the MyLife Web Portal to provide information for key transition points.</p>	<p>Test the Web Portal with families, children and young people, together with those in supporting roles to ensure fit for purpose.</p>	<p>Rollout the Web Portal to Bromley families, service users and providers.</p>
<p>Spring Term Update May 2013 Green action is underway as planned</p>	<p>Bromley Parent Voice is working with the Pathfinder project to develop the local offer in line with the latest Government guidance. Initial work has commenced on the technical solution through the department's existing web portal Bromley MyLife. Baseline service mapping completed.</p>		

Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
<p>Through the statutory review processes and working in collaboration with partner agencies continue to reduce statements for high incidence low level needs (mild to moderate learning and social and emotional needs, literacy and numeracy needs) by transferring the responsibility to schools.</p> <p>Lead Officer: Mary Cava</p>	<p>Undertake stakeholder engagement (schools and families) about the changes resulting from the Implementation of the Education Funding Reform.</p> <p>Implement cycle of review of all low level statements (400)</p> <p>Ensure that the Pupil Resource Agreements are in place at foundation stage for children with high level but not complex needs to lessen the need for a statement.</p>	<p>Develop a system to deliver flexible support to meet needs without the requirement of statutory processes. Cease statements for all pupils with low level needs below £6K.</p> <p>Continue to undertake cycle of review of all low level statements (400)</p>	<p>Ensure processes are in place to deliver flexible support to meet needs of those below the threshold for the Single Plan.</p> <p>Continue to undertake cycle of review of all low level statements (400)</p>
<p>Spring Term Update May 2013 Green actions underway</p>	<p>Meetings held with SENCOs, schools forum and head teachers. Bromley Parent Voice held a conference for families in March to explore the planned changes to statements and pupil resource agreements. A cycle of review of all low level statements commenced in March and is continuing into Summer and Autumn Terms. All low level statements will be monitoring statements by December 2013.</p>		
<p>Expand 2 special schools to extend good practice and high quality provision (ASD) and continue to monitor and plan for primary/ secondary expansion.</p> <p>Lead Officer: Mary Cava</p>	<p>Public consultation to increase number of ASD specific places at the Glebe School proposal.</p> <p>Building works to be undertaken to deliver additional capacity (Riverside).</p>	<p>Decisions made by Portfolio Holder based on the Glebe School consultations and representations. Work to commence once approval given.</p> <p>Riverside building works ongoing.</p>	<p>Continuation of the Glebe School building works.</p> <p>Extra year 7 specialist autism class at Riverside</p>
<p>Spring Term Update May 2013 Green actions underway as planned</p>	<p>Outcome of the Glebe School expansion consultation was reported to Education PDS on the 23rd January 2013 the Portfolio Holder agreed to the proposed expansion of Riverside School by 52 places. Statutory notice published June 2014. Riverside building works are on course and budget.</p>		

Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
Respond to the increasing numbers of children with complex and enduring needs by ensuring that provision and support is targeted. Lead Officer: Mary Cava	Report back on Autumn audit of all specialist provision to inform place planning. Ensure robust planning for appropriate high quality places.	Analysis from audit used to inform place planning. Work with specialist support and school improvement services to ensure quality and sufficiency of provision.	Annual autumn audit of special schools & specialist provision. Plan and deliver specialist places for pupils identified with complex and enduring needs.
Spring Term Update May 2013 Green Action completed	Findings from the audit were presented to the Member Officer Working Group SEN in February. This data is used to inform Place Planning and where necessary increased capacity i.e. Riverside and Glebe.		
Enable young people with more complex Learning Difficulties and/or Disabilities (LDD) to live, learn and work within their own community by developing the Bromley offer Lead Officer: Debi Christie	Building works continue at Bromley College to remodel the facilities for young people with LDD. Work with a small cohort of young people with more complex needs to develop personalised and flexible packages to enable them to remain within Bromley.	Building works at Bromley College completed Individual packages developed for young people across Education, Health and Care	Young people move from school to further education and/or work opportunities with support packages in place
Spring Term Update May 2013 Green Actions completed and underway as planned	Building works have been completed and formal launch will take place on June 21 st , with relevant stakeholders invited. Continuing to work with the small cohort of young people. Currently developing the EHC Plan with young people and families, together with working alongside social care, education and health (where relevant) to put together holistic packages for the young people in preparation for their start at Bromley College, September 2013. All young people and their families are engaged and working well with the new Preparing for Adulthood (PfA) Coordinators and feel confident that their needs can be met within the local community.		
Support children and young people in care, their carers and social workers through school finding, personal education plans, additional learning	Continue review of LAC statements. Provide time-limited professional	Offer one day communication INSET for teachers and support workers. Provide time-limited professional	Evaluate Reading Project with a view to extending to children with SEN and specialist provisions.

Ensure those pupils with special educational needs have good outcomes; Education Commitments 5, 6 and 15

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
support and monitoring progress/ achievement. Lead Officer: Helen Priest	support to schools with high numbers of LAC with SEN.	support to schools with high numbers of LAC with SEN and identify training needs for academic year 2103/14.	
Spring Term Update May 2013 Actions underway as planned	The reviewing of Statements of SEN for looked after children is ongoing with the Looked After Children Advisory Teacher attending all SEN reviews. Priority has been given to children with plans for adoption or other planned placement moves to ensure that the most appropriate provisions are identified. Support in schools where there are high numbers of looked after children has been successful and there are plans for this to continue. Teachers and support staff have been given training on the use of specialist communication equipment and advice on working with individual children.		

We will measure achievement by:

December 2013:

- The draft Local Offer for children with special educational needs will be agreed and established with partner agencies and parents, and this will be readily available for parents to access via website and in hard copy. **NOTE** A draft Pathfinder local offer will be in place by March 2013.
- Statutory Annual Reviews carried out on all low level funding statements within 12 months - statements below 6K cease or replaced with a monitoring statement
- Audit of children with complex needs completed to inform and arrange appropriate in-borough placement. All children in KS1 & 2 with complex SEN maintained in specialist in-borough placement. Additional unit places to be established within 12 months.

September 2014:

- 3 new specialist classes open in Bromley special schools (Riverside by Sept 2013). Reduction in reliance on out borough placements for ASD complex and Aspergers Syndrome
- the Single statutory Education, Health and Education Plan (EHC) will be in place for those children with the most complex and enduring needs including Pathfinder modifications.

Plan for 12 extra complex needs places for the school year 2013/14.

Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
<p>Development of Raising the Participation Age (RPA) Strategy, Action Plan and Commissioning priorities agreed by all key partners</p> <p>Lead Officer: Paul King</p>	<p>RPA strategy presented to Education PDS committee for sign off by the Portfolio Holder.</p>	<p>Consultation with stakeholders on RPA Strategy Action Plan and agreement of Commissioning priorities.</p>	<p>RPA strategy progress report to December 2013 Education PDS.</p>
<p>Spring Term Update May 2013 Green Action has been completed</p>	<p>The Raising Participation Age Strategy was presented to the Education PDS committee in March 2013, identifying 6 strands of work including: Understanding the cohort; Determine local priorities; Managing transition and tracking; Establishing support mechanisms; Identifying and meeting provision needs; Communicating the RPA message. A fuller report outlining progress will be presented to the PDS in December 2013.</p>		
<p>Ensuring that the local authority has an overview and is able to publicise the support that is available to young people in Bromley to enable them to participate in Education, Employment and Training (EET).</p> <p>Lead Officer: Paul King</p>	<p>Review the promotion of the support available to young people in Bromley to enable them to participate in EET (including the impartial careers education and guidance that is available to them in Bromley schools and colleges).</p>	<p>Ensure that the information provided by the Borough accurately and comprehensively reflects the full range of support available to young people in Bromley to enable them to participate in EET.</p>	
<p>Spring Term Update May 2013 Green Action has been completed</p>	<p>Web content relating to the promotion of employment and training opportunities has been reviewed. Working group set up to provide updated web content by end of July 2013.</p>		
<p>Providing additional support to young people who are identified as at risk of or who are not participating remain in education, employment and training (NEET).</p>	<p>All young people that have been identified as needing additional support to participate in EET are allocated to a named worker within the</p>	<p>Ensure that all identified young people in year 10 are being supported to continue in EET at the end of Year 11.</p>	<p>Work with identified young people in year 9 to consider course choices available as a basis for making transition.</p> <p>Verify that all identified year 11/12 school</p>

Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
Lead Officer: Paul King	<p>Bromley Targeted Youth Support Programme.</p> <p>Continue to support access to non-LBB resources that help to increase participation in EET (e.g. Youth Contract, Princes Trust and ESF funded employability support programmes).</p>	<p>Ensure that all identified young people in year 11/12 will be making successful transition at end of school and college year.</p>	<p>leavers have made a successful transition. Ensuring that those requiring additional support are allocated to a named worker within the Bromley Targeted Youth Support Programme.</p>
<p>Spring Term Update May 2013 Green Actions are completed and underway as planned</p>	<p>129 young people identified as needing additional support are receiving intensive support from the Bromley Targeted Youth Support Programme. Web content relating to the promotion of employment and training opportunities has been reviewed. Working group is also reviewing signposting to all non LBB resources (see update above).</p>		
<p>Support young people to remain in education, employment and training (particularly young people who are in or leaving care, known to the YOT or have a disability) through the targeted information, advice and guidance (IAG) support programme.</p> <p>Lead Officer: Paul King</p>	<p>All young people that have been identified as needing additional support have a named worker within the Bromley Youth Support Programme.</p>	<p>Support all identified young people in year 10 to start working on college applications.</p>	<p>Work with identified young people in year 9 to consider course choices available.</p>
<p>Spring Term Update May 2013 Green Actions are underway and are on track as planned</p>	<p>Following a review of the client and tracking data for the YOT, care leavers and young disabled cohorts 42 out of the 87 LAC & Care Leavers identified have been worked with so far this year 12 have received intensive support. Officer working group established to maintain scrutiny of the participation of these cohorts and that appropriate support is provided by the Targeted Youth Support Service.</p>		

Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
<p>Ensuring the Borough's participation information and tracking services are comprehensive and, in particular, that they provide a practical basis for identifying and supporting young people who are at risk of not participating in EET or who are NEET.</p> <p>Lead Officer: Paul King</p>	<p>Review Borough's present arrangements for monitoring participation for those leaving school and others over school leaving age.</p> <p>Conduct an analysis of present cohort of young people who have been long term NEET to determine a set of Risk of NEET Indicators (RONI) in order to provide a basis for early intervention activity with current school and college cohorts.</p>	<p>Implement any changes required to ensure that the Borough's participation information and tracking services are comprehensive and able to support the timely identification of young people who are at risk of not participating in EET or who are NEET.</p> <p>Consult with schools and colleges on the outcome of RONI analysis as a basis for agreeing a trial to introduce RONI as a basis for targeted early intervention work.</p>	<p>Trial the application of RONI as a basis for targeted early intervention work.</p>
<p>Spring Term Update May 2013 Green Action has been completed</p>	<p>A detailed analysis across a range of factors for 51 young people who have been long-term NEET has been undertaken. Initial findings indicate that the cohort has significantly higher rates of a) fixed term exclusions; b) permanent exclusions; c) persistent absenteeism; These factors have been identified as the risk of NEET indicators (RONIs).</p>		
<p>Provide young people with opportunities to enter employment through the creation of the three year Bromley youth employment programme aimed at unemployed residents aged 18 -24 by way of apprenticeships and internships.</p> <p>Lead Officer: Hannah Jackson</p>	<p>Agreement to award the contract to a proficient training provider with experience of managing similar contracts and delivering similar outcomes.</p> <p>Programme launched and running by April 2013.</p>	<p>Report the first quarterly monitoring report on the provider's performance to the PEET panel and undertake further contract monitoring activity as appropriate.</p>	<p>Report the second quarterly monitoring report on the provider's performance to the PEET panel and undertake further contract monitoring activity as appropriate.</p>

Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education; Education Commitments 7 – 10

This will be achieved by:

Aims	Actions for 2013		
	Spring Term	Summer Term	Autumn Term
Spring Term Update May 2013 Actions completed Green	LBB is working partnership with Bromley College of Further and Higher Education deliver the Star Project. The project was launched as part of the National apprenticeship Week in March. Further reports will be presented to the Resources PDS later this year.		
<p>Ensure that BAEC meets the targets set by the SFA to deliver approved qualifications for adult learners. Courses include: level 1 courses for adults referred by Job Centre Plus (JCP) to help support them into employment, adult basic skills (literacy, numeracy and English language), ICT, business and administration, and independent living courses for adults with learning difficulties.</p> <p>Lead Officer: Carol Arnfield</p>	<p>Review progress made towards SFA allocation targets in autumn term. Plan interventions if underperformance identified (provision in addition to that listed below)</p> <p>Key targets for Spring term:</p> <ul style="list-style-type: none"> • 24 new JCP targeted courses: • 8 new ICT, business & Admin • 4 new languages courses 	<p>Review progress made towards SFA allocation targets in spring term. Plan interventions if underperformance identified (provision in addition to that listed below)</p> <p>Key targets for summer term</p> <ul style="list-style-type: none"> • 15 new JCP targeted courses • 10 ICT, Business & Admin • 5. new language courses <p>Plan SFA funded provision for autumn term to meet 2013/14 SFA funding targets</p> <p>Prepare a report for the Education Portfolio Holder on the future options of the BAEC</p>	<p>Submit final data return to SFA reporting end of 2012/13 full year performance.</p> <p>Review progress against enrolment targets for full year courses (adult basic skills and independent living courses for adults with learning difficulties).</p>
Spring Term Update May 2013 Green action completed	Learner response allocations profile on target. 25 Job Centre Plus courses planned, 23 ran. 12 ICT and business courses were planned and 10 ran (demand led hard to always to anticipate). Five language courses were planned three ran – again these are interest and demand led. There has been real growth in Job Centre Plus courses during 2013/14 already 47 courses have been run with another 18 courses planned (until end of summer term) with 518 enrolments compared to 30 courses and 208 enrolments. Demonstrating a flexible model that can turnaround responsive courses as required.		

We will measure achievement by:

At the end of the Summer Term the Borough will have a comprehensive overview of support that is available to young people in Bromley to enable them to participate in EET.

By Dec 2013

- the Borough will know the EET participation school leavers for 95% of all school leavers and others of school leaving age;
- more than 85% of all school leavers and others of school leaving age will be in EET



At the end of the three year project (2013-2016) a minimum of 80 eligible participants are employed as an apprentice or an intern a minimum of:

- 70% of the total number of participants achieve sustainable employment;
- 80% of apprentices achieve an industry recognised qualification within a framework recognised by the National Apprenticeship Service
- 50% of interns complete 18 hours or more of continuous professional development

Adult education College (available at the end of the Summer Term reported in Autumn):

- retention at adult skills courses for post 16 years is greater than 90%
- attendance at adult skills courses for post 16 years is greater than 84%
- achievement at adult skills courses for post 16 years is greater than 83%

Background documents available

Priority	Document and Internet Link
Promote educational opportunity in the borough ensuring all families have a choice of good and outstanding schools and early years providers;	Report ED13019 Categorisation, Intervention and Support for High Priority Schools in Bromley Info Briefing ED13046 Achieving 2 year olds capital funding item 3 Info Briefing ED13063 Update on Ofsted Inspections July Ed PDS Report ED13067 Behaviour Services Update July Ed PDS
Work with governing bodies, the Department for education and others to expand popular and successful schools and create additional early years capacity;	Report ED13020 Effective Governance (Role of the Local Authority)  Report ED130028 Consultation Outcomes: Proposals to Restructure Bromley Road and Worsley Bridge Schools Report ED13029 Consultation Outcomes: Proposal to Expand Keston CE Primary School Report ED130034 Basic Need Programme Update Report 5
Use the academy and Free School programme to promote and develop further that choice;	Information Briefing ED13035 Free Schools Update item 5
Support all maintained schools to enter into the academy programme to allow them to benefit from the opportunities it presents;	Information Briefing ED13038 Academy Update March item 6 Info Briefing ED13004 Annual Report Bromley Adult Education College
Encourage parents, faith groups and others to work with the borough to increase the range & diversity of the outstanding schools on offer;	
Ensure those pupils with special educational needs have good outcomes	Report ED13008 Outcomes from Statutory Consultation Process Regarding Expansion of Riverside Special School and Churchfields Primary School  Report CS13005 Transition Strategy July Ed PDS Report ED13069 Update on SEN Pathfinder July Ed PDS
Ensure high quality provision continues for those leaving school and others over the school leaving age whether through preparation for employment, apprenticeships or higher education;	Report ED13031 Raising the Participation Age Info Briefing ED13004 Annual Report Bromley Adult Education College

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Report No.
CS 13004

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Education Portfolio Holder

Date: For Pre-Decision Scrutiny by the Education Policy Development and Scrutiny Committee on 2nd July 2013

Decision Type: Non-Urgent Executive Non-Key

Title: Statement of intent to support young people with Special Educational Needs and Disabilities (SEND) to prepare effectively for adult life

Contact Officer: Debi Christie, 16-25 Commissioning Manager
Tel: 020 8461 7896 E-mail: debi.christie@bromley.gov.uk

Chief Officer: Lorna Blackwood, Assistant Director (Commissioning), Education, Care and Health Services
Dr. Tessa Moore, Assistant Director (Education), Education, Care and Health Services

Ward: Borough wide

1. Reason for report

- 1.1 This report requests the approval of the draft '**Statement of intent to support young people with Special Educational Needs and Disabilities (SEND) to prepare effectively for adult life**'. The statement of intent specifically focuses on further education placements.
 - 1.2 This report also provides an update on the changes in commissioning specialist placements for learners with more complex Learning Difficulties and/or Disabilities (LDD) in Further Education (FE) establishments against a backdrop of the SEND legislative changes. The report will outline potential risks and detail the steps that Bromley is taking to respond to need and demand.
-

2. **RECOMMENDATION(S)**

- 2.1 The Education Portfolio Holder is asked to:
 - (i) consider the content of the report
 - (ii) approve the statement of intent as policy

Corporate Policy

1. Policy Status: New Policy:
 2. BBB Priority: Children and Young People Excellent Council Supporting Independence
-

Financial

1. Cost of proposal: No specific cost directly arising from the implementation of this policy
 2. Ongoing costs: Not Applicable
 3. Budget head/performance centre: SEN and Inclusion (SEN in Further Education Colleges)
 4. Total current budget for this head: £3,091,833 (2013/14 financial year)
 5. Source of funding: Existing budget (DSG)
-

Staff

1. Number of staff (current and additional): 3.5 x FTE to provide assessment against the policy – no additional
 2. If from existing staff resources, number of staff hours:
-

Legal

1. Legal Requirement: Statutory Requirement: **ASCL Act 2009 - Education and training for persons over compulsory school age: general duty.**
 - (1) A local education authority in England must secure that enough suitable education and training is provided to meet the reasonable needs of -
 - (a) persons in their area who are over compulsory school age but under 19, and
 - (b) persons in their area who are aged 19 or over but under 25 and are subject to learning difficulty assessment.
 - (2) A local education authority may comply with subsection (1) by securing the provision of education or training outside as well as within their area.
 - (3) In deciding for the purposes of subsection (1) whether education or training is suitable to meet persons' reasonable needs, a local education authority must (in particular) have regard to -
 - (a) the persons' ages, abilities and aptitudes;
 - (b) any learning difficulties the persons may have;
 - (c) the quality of the education or training;
 - (d) the locations and times at which the education or training is provided.
 2. Call-in: Applicable
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): 450 young people, together with their parents/carers.
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: N/A

3. COMMENTARY

- 3.1 The new Education Funding Reforms (EFR) places a duty on local authorities to commission and fund education places for high needs students (HNS) up to the age of 25, the further education element of which has previously funded through central Government. For post-16, three budgets have been brought together under a single block within the Dedicated Schools Grant (DSG):
- Post-16 SEN block grant
 - High cost Additional Learning Support (ALS) in FE colleges
 - Regional LDD Specialist Placement Budget (SPB)
- 3.2 Further education placements for this cohort of learners either take place within a mainstream FE college or Independent Specialist Provider (ISP) and Bromley has a significant advantage over the majority of London boroughs as Nash College (ISP) is based within the borough.
- 3.3 Over the past three years, Bromley has had, on average, 20 new applications for ISP placements each year, resulting in c.60 young people in ISP placements at any one time, approximately 70% of which are within out of borough residential colleges.
- 3.4 The Council are concerned over the high number of young people returning to borough following their placement not having the ability to transfer learned skills, losing their community links, being at risk of isolation and essentially having to 'start again' (re-enablement). This has also been raised by a number of voluntary sector partners who are reporting an increase in the support required for young people on return from out of borough residential college placements.
- 3.5 In June 2012, the local authority held a 'visioning day' that was attended by 48 people representing:
- Schools (mainstream and special)
 - Colleges
 - Families (including young people)
 - Parent voice
 - Special Educational Needs
 - Children's Social Care
 - Adult Social Care
 - Health
 - Transition Support Workers
 - Post-16 Education Commissioners
 - Personalisation leads
 - Voluntary Sector Providers
 - Supported Employment providers
- 3.6 The session looked at what we collectively wanted to see for our young people in 5 years time, then worked back and looked at steps we all needed to take to progress this. The outcome of the consultation was a shared vision to:
- Enable young people with Learning Difficulties and/or Disabilities to live, learn and work within their local community, achieve sustained progression, resulting in better life outcomes*
- 3.7 It is important to note that remaining within the community to access further education will not be appropriate for all young people and there will always be a need for specialist provision, some of which will mean being placed out of borough for a period of time.
- 3.8 Through effective partnership work, we have been continuing to work together towards realising this shared vision, progressing a range of developments through both direct commissioning and review of services, together with facilitating the market itself to respond to demand.

- 3.9 Good education and learning opportunities are vital for young people to maximise their potential in preparing for adult life. Through good person centred planning, provision and support will be identified to meet assessed needs across education, health and care. Commissioning of formal education placements must be individualised, realistic and achievable, providing a firm foundation to enable young people to continue learning in context, through living and working across four key pathways:
- **Community inclusion** – developing friends, relationships and sustainable networks of support
 - **Employment** – opportunities to experience the world of work and get paid employment
 - **Independent living** – maximising skills to live as independently as possible
 - **Good health** – maintaining good health and a healthy
- 3.10 In response to the identified need to develop provision and facilities in borough for young people with more complex needs, Bromley submitted a bid for Demographic Growth Capital Funds (DGCF) and was awarded £2million in June 2012 to completely remodel facilities at Bromley College (full project total £2.4million), which has now been completed and ready for September 2013 intake.
- 3.11 In addition to the capital build at Bromley College, we are working in partnership across the borough (young people, families, schools, colleges and providers) to develop holistic pathways across education, health and care, enabling a greater number of young people to live, learn and work in their own community and achieve sustained progression leading to better life outcomes.
- 3.12 Through an invest to save model, Bromley Council has invested in three FTE Preparing for Adulthood Coordinators to work with young people and families from a much earlier age (14yrs). The purpose of these roles is to prepare young people more effectively for adulthood, work with the young person and their family to identify appropriate pathways, including FE placements after leaving school, manage expectations and deliver value for money.
- 3.13 We are reviewing and re-commissioning a range of children's and adult services to meet the needs of young people and their families, supporting them to be confident in our local offer i.e. good Information, Advice and Guidance (IAG) services and 7 day a week opportunities.
- 3.14 We know that the number of young people with learning difficulties and/or disabilities is increasing as is the complexity of need and given the current and future financial situation, it is critical that the Council achieve value for money and ensure that highly specialist services are made available for those with the most complex needs.
- 3.15 The emerging SEND legislation confirms that EHC Plans could run to 25yrs, with the statutory element of the plan being education, we are mindful that this could create a perverse incentive for young people and their families to seek to continue in education (where it may not be appropriate) in order to maintain the EHC Plan, resulting in an additional financial burden to the local authority. Market analysis has shown that many ISPs are reconfiguring their services to expand the offer into the 22-25yrs age range.
- 3.16 Given the changing legislative landscape, increase in demographics and complexity and the financial landscape, it is critical that we provide a clear and consistent message that can be used both internally and externally through a formal policy.
- 3.17 This statement of intent sets out the Council's vision, rationale for setting our intention and the approach we will take to manage this. The rationale has been drawn from appropriate research and expert opinion from the Bromley Educational Psychologist Service.

4. POLICY IMPLICATIONS

- 4.1 This statement of intent would support the delivery of priorities for children and young people set out in the Education and Care Services Education Portfolio Plan priorities (January – December 2013), in line with our statutory duties as set out in the ASCL Act 2009.

4.2 The policy would also contribute significantly to the implementation of new SEND legislation and aligns directly with recently published 'Principles of Emerging Practice' (April 2013), a working document outlining findings from all SEND Pathfinder sites, which is contributing to the Government's development of the new legislation. This policy supports the emerging principles around 'Transition and Post-16' and in particular:

- As far as possible, local authorities should secure the most appropriate FE place for the young person, including within an ISP. Decisions should be based on a robust assessment of need and evidence of what helps disabled young people (especially those with learning difficulties and disabilities) to achieve paid work and independent living.
- Local FE colleges and ISPs should work together to develop blended support that builds local capacity to support all young people.
- As far as possible, there should be a good range of suitable provision offered locally, so that young people do not have to go out of their local area if they choose not to.
- Local authorities should use EHC Plans to agree with ISPs how the young person will be supported to make a successful transition back to their local area after their placement has finished. This should include re-integration into the local community; travel training; support to find employment and housing etc.
- Pathways to paid employment should be developed that are based on evidence-based practice. For example, raising aspirations, vocational profiling and curriculums in school, work experience in the local community, supported employment and supported internships, and support to set up their own businesses. This should all be clearly expressed through the LO, commissioned by local authorities and developed by the FE sector and allied services.

5. FINANCIAL IMPLICATIONS

5.1 There are no additional costs to agreeing this statement of intent as policy. Conversely, we anticipate that as a result of the developments Bromley and a clear and transparent policy, more young people will remain within their local community. This will reduce the cost on out of borough residential college placements and in turn realise savings in Adult Social Care budgets as skills will be developed within context, through living and working in the local community, which will provide more sustained progress leading to better life outcomes. Additionally, through maintaining and developing local community links, friends and relationships, the circle of support for young people and their families will widen and create a more sustainable network, thus reducing the burden on statutory services and promoting greater independence.

6. LEGAL IMPLICATIONS

6.1 The statutory duty on local authorities is stated within the **ASCL Act 2009 - Education and training for persons over compulsory school age: general duty**. Please refer to Legal point 1 in this document.

Non-Applicable Sections:	Personnel
Background Documents: (Access via Contact Officer)	

Statement of intent to support young people with Special Educational Needs and Disabilities (SEND) to prepare effectively for adult life

Statement of Intent

To enable young people with Learning Difficulties and/or Disabilities to live, learn and work within their local community, achieve sustained progression, resulting in better life outcomes

Rationale

Enabling young people to live, learn and work within their own community promotes more sustainable progress, leading to better life outcomes. Placements within out of borough residential colleges can result in social segregation, dependence and inequity. There can be significant challenges for young people (and their families) to reintegrate into their home community, on returning home. Some of the factors that support this rationale are:

- **Promoting Independence and Life Long Outcomes** – learning within the local area enables young people to access local opportunities to maximise independence and provide links with local employers and voluntary sector organisations to support long term goals.
- **Support and Security** – maintenance and development of local friendships, community links and support networks. Continuity of emotional relationships is highly correlated with building resilience in young people and reducing social isolation and mental health difficulties in later life.
- **Monitoring and Safeguarding** – young people can continue to access Bromley services to ensure quality of provision, appropriate support and closer monitoring to ensure safeguarding of this very vulnerable cohort. Any emerging issues can be addressed early to stop escalation.
- **Parental Involvement** – parents can be actively involved with their young person's education and learning, providing support and guidance. Close relationships with education and care staff can help tailor support to their young person's needs and interests.
- **Sustainable Support** – being able to live, learn and work within your own community, leads to the development of more sustainable systems of support, both formal and informal.

Our approach

The duty remains on Local authorities to secure sufficient and suitable education and training provision for young people with SEND up to the age of 24 years¹. This is not an automatic entitlement to education but recognises that for some individuals, it takes longer to learn and consolidate that learning.

Good education and learning opportunities are vital for young people to maximise their potential in preparing for adult life. Through good person centred planning, provision and support will be identified to meet assessed needs across education, health and care.

¹ Statutory Guidance on the Participation of Young People in Education, Employment or Training, March 2013
(<http://media.education.gov.uk/assets/files/pdf/p/participation%20of%20young%20people%20-%20statutory%20guidancev3.pdf>)

Commissioning of formal education placements will be individualised, realistic and achievable, providing a firm foundation to enable young people to continue learning in context, through living and working across four key pathways²:

- **Community inclusion** – developing friends, relationships and sustainable networks of support
- **Employment** – opportunities to experience the world of work and get paid employment
- **Independent living** – maximising skills to live as independently as possible
- **Good health** – maintaining good health and a healthy lifestyle

Assessment of need and placement identification

Placement identification is based on each individual's need across education, health and care, which takes account of:

- Young person's aspirations and long term goals
- Views, including young person, family and professionals
- Circle of support, including friends, family and community networks

In identifying an appropriate placement, a variety of options will be considered based on the young person's assessed needs, to support them to achieve their long term goals in preparing for adult life - this could be an educational or social care placement.

Where an educational placement is identified as appropriate, the following process will be followed:

1. **Local mainstream FE provision** – should an education placement be deemed appropriate to meet a young person's needs, learning within the local FE College is the preferred option.
2. **Mixed provision in borough** – a programme across the local FE College and Specialist College may be considered, should the young person's assessed needs deem this appropriate.
3. **Specialist provision in borough** - where a young person's assessed needs cannot be met in mainstream education provision to allow their goals to be achieved, specialist provision in borough may then be considered.
4. **Specialist provision out of borough as a day student** – where a young person's assessed needs cannot be met in specialist in borough provision to allow their goals to be achieved, specialist out of borough provision as a day student may then be considered.
5. **Specialist provision out of borough as a residential student** - where a young person's assessed needs cannot be met in specialist out of borough day placement to allow their goals to be achieved, a residential placement may then be considered. A Monday to Friday placement is the preferred option, which will enable young people to maintain regular links with their local community and integrate their learning into the home environment.

² Getting a Life (<http://www.gettingalife.org.uk/>)

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Report No.
RES13131

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Education PDS Committee

Date: 2nd July 2013

Decision Type: Non-Urgent Non-Executive Non-Key

Title: **OFSTED REPORTS AND FOLLOW UP ON UNDER PERFORMING SCHOOLS**

Contact Officer: Kerry Nicholls, Democratic Services Officer
Tel: 020 8313 4602 E-mail: kerry.nicholls@bromley.gov.uk

Chief Officer: Mark Bowen, Director of Corporate Services

Ward: N/A

1. Reason for report

1.1 The attached Information briefing is provided to Members of the Education PDS Committee for their consideration.

2. RECOMMENDATIONS

2.1 Members are asked to note the information provided in the attached briefing.

Non-Applicable Sections:	Policy, Financial, Legal and Personnel
Background Documents: (Access via Contact Officer)	N/A

Corporate Policy

1. Policy Status: Existing Policy
 2. BBB Priority: Excellent Council Children and Young People
-

Financial

1. Cost of proposal: Not Applicable for providing this reference.
 2. Ongoing costs: Not Applicable for providing this reference.
 3. Budget head/performance centre: Democratic Services
 4. Total current budget for this head: £363,070
 5. Source of funding: 2013/14 revenue budget
-

Staff

1. Number of staff (current and additional): 10 posts (8.55fte)
 2. If from existing staff resources, number of staff hours: 0.20hrs to provide this reference.
-

Legal

1. Legal Requirement: None to provide this reference
 2. Call-in: Not Applicable
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): Attached briefing provided for the information of Education PDS Members and Co-opted Members.
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: N/A

London Borough of Bromley

PART 1 - PUBLIC

Briefing for Education Policy Development and Scrutiny Committee
Tuesday 2 July 2013

**OFSTED REPORTS AND FOLLOW UP ON UNDER
PERFORMING SCHOOLS**

Contact Officer: Dr Tessa Moore, Assistant Director Education
E-mail: tessa.moore@bromley.go.uk

Chief Officer: Executive Director of Education, Care & Health Services

1. Summary

1.1 The purpose of this information briefing is to provide the Education PDS committee with an update on the recent Ofsted and school improvement activity.

2. **THE BRIEFING**

2.1 Since the March 2013 Education PDS meeting the following Ofsted Inspection in LA maintained schools have taken place (between 19th March – 10th June 2013)

School Date of Inspection	Outcome
Edgebury Primary School 23/24 April	Requires Improvement.

Key issues:

- Increase the proportion of good or better teaching
- Raise pupils' levels of attainment in mathematics
- Improve the effectiveness of all leaders, managers and governors
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved

2.2 In addition to this inspection there were also the following monitoring inspection visits for:

Requires Improvement schools – first monitoring visits

Blenheim – 17 April 2013
Hawes Down Junior – 6 June 2013
Poverest – 18 April 2013
St George's -23 May 2013

Special Measures Schools:

Royston Primary School – 8/9 May 2013 – reasonable progress
St John's CofE Primary School – 19 March 2013 – reasonable progress
St Johns CofE Primary School – 23 May 2013 – not making reasonable progress

2.3 A full list of Ofsted outcomes for Bromley LA maintained schools is provided in Appendix 1.

2.4 Under Performing Schools – May Update

As part of the new categorisation programme 24 schools are currently being supported by the school improvement service:

- 8 schools are receiving intensive support;
- 10 medium support and
- 6 light support.

The packages of support are tailored to the schools, examples are listed below:

An intensive package of support

5 half days co-ordination of support from a School Improvement Officer;
3 days advisory support for English;
3 days advisory support for mathematics;
3 days advisory support for EFYS;
2 days advisory support for SEN;
up to 15 days behaviour support (if required).

Medium package of support

3 half days co-ordination of support from a School Improvement Officer;
1 day advisory support for half-termly monitoring of English;
1 day advisory support for half-termly monitoring of mathematics;
1 day advisory support for half-termly monitoring EFYS;
up to 3 days behaviour support (if required).

Light touch

Up to 3 half days support from an NLE (National Leader of Education)
1 day advisory support for half-termly monitoring of English;
1 day advisory support for half-termly monitoring of mathematics;
1 day advisory support for half-termly monitoring EFYS
up to 3 days behaviour support (if required).

Appendix 1 Bromley LA Maintained Schools Ofsted Inspection Outcomes May 13

School	Ofsted Outcome	Date
Alexandra Infant	Outstanding	May-11
Alexandra Junior	Good	Nov-12
Bickley Primary	Good	May-09
Blenheim Primary	Requires improvement	Nov-12
Bromley Road Infant	Requires improvement	Feb-13
Burnt Ash Primary	Satisfactory	Jan-12
Castlecombe Primary	Good	Nov-11
Chelsfield Primary	Good	Sep-12
Chislehurst Primary	Good	Mar-09
Churchfields Primary	Satisfactory	Oct-11
Clare House Primary	Good	May-12
Cudham CE Primary	Good	Nov-09
Darrick Wood Junior	Good	Oct-12
Dorset Road Infant	Good	Mar-11
Downe Primary	Good	Oct-11
Edgebury Primary	Requires Improvement	Apr-13
Farnborough Primary	Outstanding	Nov-12
Gray's Farm Primary	Special Measures	Jun-12
Hawes Down Infant	Good	Feb-09
Hawes Down Junior	Requires improvement	Jan-13
Highfield Infant	Outstanding	Jan-08
Highfield Junior	Outstanding	Jan-09
Holy Innocents Catholic	Satisfactory	Nov-11
James Dixon Primary	Good	Feb-13
Keston CE Primary	Outstanding	Jun-09
Leesons Primary	Good	Feb-12
Malcolm Primary	Special Measures	Oct-12
Manor Oak Primary	Good	Feb-13
Marian Vian Primary	Good	Jun-12
Mead Road Infants	Outstanding	Mar-09
Midfield Primary	Good	Nov-10
Mottingham Primary	Good	May-11
Oak Lodge Primary	Satisfactory	Nov-11
Oaklands Primary	Good	Dec-10
Parish CE Primary	Outstanding	Nov-11
Perry Hall Primary	Outstanding	Nov-11
Poverest Primary	Requires improvement	Jan-13
Pratts Bottom Primary	Good	Feb-11
Princes Plain Primary	Good	Nov-11
Raglan Primary	Good	Jun-10
Red Hill Primary	Good	Sep-11
Royston Primary	Special Measures	Mar-12
Scotts Park Primary	Good	May-09
Southborough Primary	Good	Jul-11
St Anthony's RC Primary	Satisfactory	Feb-12
St George's CE Primary	Requires improvement	Feb-13
St John's CE Primary	Special Measures	Dec-12
St Joseph's RC Primary	Good	Oct-10
St Mark's CE Primary	Good	May-11
St Mary Cray Primary	Satisfactory	Jul-11
St Mary's RC Primary	Good	Sep-08
St Paul's Cray CE Primary	Satisfactory	Feb-12
St Peter and St Paul Catholic	Satisfactory	Nov-11
St Philomena's RC Primary	Good	May '10
St Vincent's RC Primary	Outstanding	Apr-07
The Highway Primary	Good	Nov-09
Unicorn Primary	Good	Sep-09
Wickham Common Primary	Good	Oct-08
Worsley Bridge Junior	Good	Jan-13
Secondary Schools		
St Olave's and St Saviour's	Outstanding	Nov-06
Special Schools		
Burwood	Satisfactory	May-11
Glebe	Outstanding	May-10
Marjorie McClure	Good	May-11
Riverside	Good	Sep-11

Report No.
ED13068

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Education Portfolio Holder

Date: For Pre-Decision Scrutiny by the Education Policy Development and Scrutiny Committee on 2 July 2013

Decision Type: Non-Urgent Executive Non-Key

Title: **BROADER EXAMINATION OF THE ROLE OF BROMLEY ADULT EDUCATION COLLEGE AND LIFELONG LEARNING**

Contact Officer: Carol Arnfield, Head of Adult Education
Tel: 020 8460 0020 E-mail: carol.arnfield@bromley.gov.uk

Chief Officer: Terry Parkin, Executive Director, Education and Care Services

Ward: Boroughwide

1. Reason for report

This report explores the broader role of adult education and outlines the various options available to the Council in order to fulfil its duty for provision of adult education in the Borough.

2. **RECOMMENDATION(S)**

(i) That Members note the content of this report

(ii) That the Portfolio Holder for Education recommends whether or not to withdraw involvement in provision for Adult Education and considers the financial impact of doing so

If the decision is to continue with provision:

(ii) That the Portfolio Holder for Education indicates whether a direct LA delivery model is preferred or whether the service should be market tested

(iii) That Members agree a further report to the Education PDS Committee on the business case for the preferred delivery model

Corporate Policy

1. Policy Status: Existing Policy
 2. BBB Priority: Excellent Council Supporting Independence
-

Financial

1. Cost of proposal: Not Applicable:
 2. Ongoing costs: Not Applicable:
 3. Budget head/performance centre: Adult Education College
 4. Total current budget for this head: £514,730
 5. Source of funding: External/Revenue Budget
-

Staff

1. Number of staff (current and additional): 43 FTEs and 325 sessionally employed
 2. If from existing staff resources, number of staff hours: N/A
-

Legal

1. Legal Requirement: Non-Statutory - Government Guidance
 2. Call-in: Not Applicable
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): 7000 per annum
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? No
2. Summary of Ward Councillors comments:

3. Introduction

- 3.1 This report outlines the broader role of adult education and the role played by the Bromley Adult Education College in the provision of Lifelong Learning for local adults. The report also explores options available to the Council in order to fulfil its duty under the Learning and Skills Act (2000) to secure reasonable provision for adult education in the Borough.
- 3.2 Currently, the responsibility for adult education sits in the Education Division. Details of the College, its provision and its funding streams were outlined in the report to the Education Policy Development and Scrutiny Committee on 6 November 2012, 'Transfer of the Adult Education Service'.
- 3.3 The service is full cost recovery and additionally covers £559k of centrally recharges costs. Any changes to service delivery/service options could impact on grant funding/income generation and therefore have cost implications of up to £559k.
- 3.4 The structure of the report is as follows:
- Paragraphs 4 and 5 summarise the key functions of the adult education service in Bromley and outlines work undertaken with the aim of developing a co-ordinated London wide approach towards non-accredited learning for adults.
 - Paragraphs 6 to 10 outline options for future delivery; benefits; drawbacks; and points for note by Members of the Committee.

4. The broader role of the Bromley Adult Education College in lifelong learning

- 4.1 Lifelong learning is learning in its broadest sense – across all age groups and for a range of purposes:
- for access to work;
 - for career development; to refine a skill or specialism;
 - for interest and leisure;
 - to develop independence and life skills.
- 4.2 In essence, lifelong learning provides people of all ages with training for employment and career development and learning for personal development.
- 4.3 The work of Bromley Adult Education College (BAEC) can be categorised into these two key delivery functions; training for employment and career development and learning for personal development (sometimes referred to as leisure or informal learning). Funding streams for each of these two key functions are outlined in the relevant sections below.
- 4.4 Training for employment and career development
This work is supported by a combination of the Adult Skills Budget, students' fees, student loans (from Sept 2013) and employer contributions. It is very much focussed on national government priorities and local employment and training needs.
- 4.5 At BAEC, this area of work includes a range of vocational qualifications at levels 1 – 3, adult literacy and numeracy and English for speakers of other languages (ESOL).
- 4.6 It also includes training in independent living skills for adults with disabilities and the recently expanding partnership work with Job Centre Plus and Affinity Sutton focussed on supporting local adults into employment. The income from this area of work also supports a work club at the Kentwood Centre in Penge, which meets on two mornings each week and works with

unemployed adults to help them develop job search skills, Curriculum Vitae (CV) writing and interview techniques.

- 4.7 BAEC also delivers a range of corporate training for the local authority, such as the corporate ICT and New Futures training, as well as managing the training for Early Years and for the schools' workforce previously delivered through the Education Development Centre (EDC) and including the Governor Services offer.
- 4.8 Personal developmental learning
This non-accredited provision is supported by the Community Learning Grant from the Skills Funding Agency (SFA), as well as student fees and payment "in kind" from various community partners, usually in the form of free accommodation and/or resources.
- 4.9 The Community Learning Fund is provided to local authorities to support informal adult learning at a local level, helping to meeting local needs and strategic objectives. Local authorities across England use these funds in very different ways and not all use it to provide "leisure type courses", but instead focus solely on non-regulated literacy, numeracy, ESOL and ICT to deprived communities, particularly amongst the inner city and more isolated rural communities.
- 4.10 At BAEC, this fund supports a wide range of non-accredited learning opportunities, some of which are provided in partnership with a range of local community and third sector organisations to help engage non-traditional adult learning participants. The Community Learning Fund also supports family learning, working in partnership with schools to encourage intergenerational learning and working with parents to help them support their children with homework. This aspect of Adult Education delivery has a strong focus on responding to the needs of the local community and delivery within the local community.
- 4.11 Funding for adult education 2013/14
The Adult Skills Budget continues to be focussed on supporting adults to gain new skills or improve existing skills to help them enter and remain actively employed. As the total amount of funding available at national level to support this work diminishes, the Government is encouraging people to become more responsible for their own learning through the introduction of 24+ level 3 learning loans, which are likely to be expanded in future years to include level 2 and apply to adults over the age of 21.
- 4.12 From 2013/14, the Community Learning budget will be seen by the SFA as a contribution towards locally owned adult learning. The learning provided must continue to: meet local needs; maximise access to community learning for adults; improve lives; bring together local people to experience the joy of learning and the pride that comes with achievement; and maximise the effect that community learning has on the well-being of adults, families and communities. Bromley local authority meets the contribution requirement of the Skills Funding Agency through the generation of students' course fees from those who can afford to pay and the payment in kind received from the partners it works with to deliver community learning.
- 4.13 Any consideration for future delivery of the service needs to take account of the fact that Bromley residents continue to make up 80% of the total student population at the Bromley Adult Education College, with 65% of enrolments being supported through the Community Learning Grant. Of those students who are accessing Community Learning provision, 42% are aged 60+ and 64% attend daytime courses. In order to meet the needs of these students, the majority of the daytime provision needs to take place between the hours of 10.00 am and 15.00 pm so that users can travel outside the main rush hour times and take advantage of public transport concessions.

- 4.14 Although the Community Learning grant is a locally targeted fund for local access of adult learning, the London branch of the Local Education Authority Forum for the Education of Adults (LEAFEA) previously submitted a successful bid to the Transformation Fund for a project aimed at enabling promotion and co-ordination of informal adult learning across the 33 London boroughs.
- 5. Wider London approach to adult learning – Transformation Project**
- 5.1 The Transformation Project, which ran from 2009 to 2012 succeeded in developing a pan-London portal for capturing informal adult learning opportunities across the London region. The portal was accessible to learners, helping them identify the range of learning opportunities that were available to them as provided by various London boroughs and the Corporation of London.
- 5.2 Unfortunately, in its second year of operation the portal experienced various difficulties, especially when local authorities were required to pay an annual subscription to sustain the ongoing maintenance costs of the portal. Boroughs who used the Community Learning budget solely for targeted community capacity building found little or no benefit in participation in the project. Many larger adult learning services, such as Bromley, Bexley and Croydon, also had a significant accredited learning offer, which was not being supported by the portal. Therefore, this prevented the portal from replacing their local websites. Added to administrative burden of having to provide the data in different formats for their own site and the portal, combined with additional costs at a time of decreasing funds and a need to prioritise spending, a significant number of local authorities withdrew from the project at the end of year two. With insufficient subscribers, the portal finally closed in 2012.
- 5.3 Whilst the pan-London approach experienced various problems, a more regional approach may be possible where services share a common approach to the use of their adult learning funding. For example, in south London the boroughs of Bexley, Bromley, Croydon, Sutton and Kingston all have adult learning services that access both the Adult Skills Budget and Community Learning funds from the Skills Funding Agency.
- 5.4 These local authorities also all use the CL grant to support mainstream fee paying non accredited learning as well as delivering a more targeted community capacity building type of provision. This may provide the foundation for the development of a federated adult learning approach across a significant swathe of south London and is one of the options discussed in the second part of this report for delivery of Bromley's provision in the future.
- 5.5 However, local authorities in general are currently undertaking significant reviews of all their services, and it is possible that they will be seeking to focus on locally based solutions to ensure continued delivery of an adult education service that meets their community needs. It is therefore recommended that Bromley local authority considers various options to identify the strategic approach it needs to take towards adult education in the future.
- 6. Withdrawal of Involvement**
- 6.1 Local authority involvement is not a statutory duty, only an expectation to make reasonable provision for adult education. Given the position of a large FE provider in the borough, if the local authority is confident in its relationship with both the FE College and any other private training providers or other local agencies, a case could be made for withdrawing from direct involvement in adult learning. The basis for this decision could be strategic or operational.

6.2 Benefits
<ul style="list-style-type: none"> • Removes all elements of risk and responsibility from the local authority. • Release of all three sites for alternative use or capital receipt
6.3 Drawbacks
<ul style="list-style-type: none"> • Costs of redundancies along with associated service and site closure costs. • Loss of provision which currently reaches over 6,000 local residents. • Dissatisfaction amongst current users and range of existing offer unlikely to be replicated by other providers. • Potential cost of up to £559k relating to support services charged to the service and funded by this grant. The Department would need to find alternative savings to offset this. • Impact on local council priorities. • Loss of influence over future adult learning provision in the borough.
6.4 Points for note
<ul style="list-style-type: none"> • Where a local authority elects to withdraw from involvement it would fall to the Skills Funding Agency to take responsibility for re-contracting the surrendered contract agreement through an open competitive tendering process. • The council would need to consider the implications for the EDC course offer, recently relocated to the Widmore Centre under Adult Education management. • A staff and public consultation would be required.

7. Other options

- 7.1 If the preferred approach is one of continued involvement in adult education, there are three options as set out below, which are (1) remain under current model of operation; (2) continued direct delivery with one or more local authorities; or (3) market testing.

8. Remain under current model of operation

8.1 Benefits
<ul style="list-style-type: none"> • Maintains a service which contributes to local authority agenda and priorities and causes least disruption for service users. • Retains adult specific ethos and identity. • Continuity of service for users, with confidence in existing brand. • Income from recharges continues. • Retains option for developing the EDC provision into a business unit with income potential.
8.2 Drawbacks
<ul style="list-style-type: none"> • Some of existing accommodation would need to be retained for use of Adult Education.
8.3 Points for note:
<ul style="list-style-type: none"> • Year on year reduction in public grant is likely to result in the existing service retracting into fewer sites, thus releasing some of the existing accommodation for alternative use or capital receipt. • Redundancy costs incurred as a result of site closure and service contraction. • Under its current structure the adult education service has broadened its operational and delivery model to include the LBB IT corporate training, other corporate training and the EDC training and governor services offer. • This strategic approach would not be consistent with the commissioning approach of the local authority.

9. Direct delivery with one or more local authorities

9.1 Bournemouth and Poole local authorities have recently merged their Adult Education services, with the Borough of Poole becoming the employing authority for staff and Bournemouth commissioning Poole to deliver the provision for the Bournemouth council contract. Plans are now in place for a further merger to take place with Dorset Adult Learning Service with effect from September 2013. This will extend the model across two borough councils and one county council.

9.2 Benefits
<ul style="list-style-type: none">• Economies of scale to invest in sustaining service delivery. Reduced infrastructure costs for all services involved.• Staff expertise and adult learning experience retained• Breadth and depth of curriculum maintained, removal of duplication and inefficiency• Adult learning ethos and environment maintained.• Potential for expanding the Bromley EDC course offer across other local authorities.• Potential for release of at least one existing adult education site.
9.3 Drawbacks
<ul style="list-style-type: none">• Risk of mission drift if local authorities have different priorities and focus.• Some of existing accommodation would need to be retained for use of adult education.• Disposal of accommodation superfluous to needs of merged service if no immediate use is identified.• Removal of duplication may result in some users having less choice and further to travel to access courses.• Host authority would have a continued employee/redundancy/pension cost liability.
9.4 Points for note
<ul style="list-style-type: none">• Need to identify a “lead body”, which could have an impact on the local authority control.• Skills Funding Agency contractual arrangements would need to be explored, but likely model is for one or more local authority sub-contracting with another.• Staff and public consultation would be required.• Potential transfer of staff under TUPE and some shared redundancy costs where existing posts are duplicated.• There would be a need for clarity of management, financial, HR, data returns and legal arrangements.• Commissioning local authorities retain exposure to Ofsted and responsibility for quality monitoring.• This approach is line with the current corporate strategy to identify ways of realising economies through partnership working with the neighbouring boroughs of Bexley and Croydon, both of which have their own adult education services and are facing similar reductions in SFA funding.• This approach could further support the LBB position on moving towards becoming a commissioning organisation if a partner local authority took on the role of lead body.• This approach has the support of the BAEC Governing Board.

10. Market testing through competitive process

- 10.1 Should the Council not wish to continue to be directly involved in the provision of the service, either in its current form or in conjunction with another local authority, consideration could be given to market testing the service.
- 10.2 This would require a competitive process as current indications are that there would be more than one organisation potentially placed to bid for this service. Potential bidders would be likely to include local (both in borough and neighbouring borough FE colleges) and social enterprise/ third sector organisations.
- 10.3 If Members' preferred option is to market test, a full tender plan will be prepared with timescales which will be brought to a future meeting of the Committee.

11. POLICY IMPLICATIONS

The work of the Adult Education service contributes to the Building a Better Bromley vision of remaining a place where people choose to live and do business, maximising the opportunities that all residents have to lead fulfilling and independent lives.

12. FINANCIAL IMPLICATIONS

The 2013/14 budget is broken down as follows:-

	2013/14 budget
	£
Employees	2,212,840
Premises	259,300
Transport	3,100
Supplies and Services	483,570
Income	-3,564,420
Premises - Repairs and Maintenance	46,440
Costs before recharges	-559,170
Recharges In/Out	661,900
Capital asset charges	412,000
Total Cost of Service as per 2013/14 budget	514,730

As can be seen from the table the sum of £559k would not all be saved if the provision of Adult Education ceased. This would therefore mean the Department would either have to fund this loss of grant or identify savings to offset this. Depending on the options considered this will vary between the different financial options between zero and £559k

Each option has financial implications and these are detailed within the body of the report.

Further, more detailed analysis of the business case will be carried out once options have been selected. The ECHS Department would need to include in the business case how they would fund any net impact.

13. LEGAL IMPLICATIONS

The Council has a duty under the Learning and Skills Act (2000) to provide “reasonable facilities” for persons of age 19 and over. In performing this duty of “reasonable facilities” the Council must “take account of facilities whose provision the Council thinks might reasonably be secured by other persons” and “make best use of Council’s resources and in particular avoid provision which might give rise to disproportionate expenditure”.

In addition, under s15ZA Education Act 1996, the Council must ensure there is sufficient suitable education and training for persons aged between 19-25 who are subject to learning disabilities.

14. PERSONNEL IMPLICATIONS

Any of the above proposals for changes to the adult education service will give rise to significant HR issues and are likely to include proposals that place a number of staff at risk of redundancy. Any changes will need to be carefully planned for and managed in accordance with the Council’s policies and procedures and with due regard for the existing framework of employment law. This will include full consultation with staff and their representatives.

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Agenda Item 10

Report No.
ED13067

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Education PDS Committee

Date: 2nd July 2013

Decision Type: Non-Urgent Non-Executive Non-Key

Title: CHALLENGES FOR BEHAVIOUR SERVICES AND FUTURE MODELS
CONSIDERED BY THE PDS WORKING GROUP

Contact Officer: Tessa Moore, Assistant Director Education
Tel: 020 8313 4146 E-mail: tessa.moore@bromley.gov.uk

Chief Officer: Terry Parkin Executive Director, Education and Care Services

Ward: Boroughwide

1. Reason for report

The meeting of the Behaviour Services PDS Working Group on the 2nd May 2013 considered thirteen options for the future Behaviour Service with a view to selecting the best options to be fully tested for viability. The attached report (appendix 1) provides the detail of the options considered, including those five that were discounted and the eight that would be worked up into business cases.

Following the consideration of the Working Group it was agreed to develop a more detailed business case for eight options.

2. **RECOMMENDATION(S)**

The Members of the PDS committee are asked to note the work of the Behaviour Service Working Party;

Corporate Policy

1. Policy Status: New Policy: DfE published “Alternate Provision” – Statutory Guidance for Local Authorities effective from 1 January 2013
 2. BBB Priority: Children and Young People:
-

Financial

1. Cost of proposal: Estimated Cost: The full costs of the options are being considered currently as part of the development of the Outline Business Case which will be reported to the PDS Working Group later in July.
 2. Ongoing costs: Recurring Cost: See above
 3. Budget head/performance centre:
 4. Total current budget for this head: £
 5. Source of funding:
-

Staff

1. Number of staff (current and additional):
 2. If from existing staff resources, number of staff hours:
-

Legal

1. Legal Requirement: Statutory Requirement: DfE published “Alternate Provision” – Statutory Guidance for Local Authorities effective from 1 January 2013
 2. Call-in: Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected):
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

3. COMMENTARY

The PDS Working Group considered the following areas before looking at the 13 options detailed in Appendix 1.

3.1 STATUTORY FUNCTIONS OF THE LOCAL AUTHORITY

The DfE published “Alternative Provision - Statutory Guidance for Local Authorities”, which was effective from 1 January 2013 and sets out the statutory functions of local authorities.

Definition of alternative provision provided is “education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour”. Statutory functions of local authority:

- Arrange suitable full-time education for permanently excluded pupils (whether or not on roll of a school), which must commence no later than the sixth day of exclusion.
- Arrange a suitable education for a pupil registered at a school but who cannot attend because of illness or another reason.

There are two cohorts of pupils who are in the scope of this statutory guidance and this paper:

- A cohort with challenging behaviour.
- A vulnerable cohort that cannot attend school as a result of (inter alia) being pregnant or teenage mother, medical needs (this includes those with mental health issues) or an anxious school refuser.

Of the challenging behaviour cohort these can be split between pupils who are permanently excluded and those who are on fixed term exclusion (who remain the responsibility of the excluding school’s governing body).

The notes of the Working Group of 14 November stated that the Home Tuition service should be excluded from this review. It is this service that provides for the vulnerable cohort identified above.

In addition to the statutory responsibilities arising from the guidance cited above, in the report entitled “A Comprehensive Review of the Behaviour Service” submitted to the 13 February 2013 Working Group there are some additional obligations that arise from other legislation. This report stated:

“The local authority will maintain statutory duties to commission places for pupils excluded from full time education and to monitor the quality of alternative provision. Any service restructure within the Education division will acknowledge this statutory role and maintain a small team of officers to:

- support commissioning in a ‘client intelligence’ role for the local authority with regard to placement of permanently excluded pupils;
- fulfil a statutory role in monitoring the quality of placement provision;
- act in an advisory capacity (in the time that PRUs remain ‘maintained’ by the local authority) to ensure high quality provision;

- monitor and intervene on behaviour management issues in any maintained school causing concern;
- fulfil a statutory role for gathering and transferring data and information on exclusions;
- oversee and manage the Home & Hospital service.”

3.2 CURRENT PROVISION

Currently in Bromley the following services and provisions meet the needs of these cohorts as follows:

- Grovelands provides for any primary children with challenging behaviour. The majority of whom have statements for BESD or are in the process of being assessed for a statement.
- Kingswood provides for any secondary child with challenging behaviour that has been permanently excluded and preventative/out-reach.
- Respite provision provides for any secondary age child with challenging behaviour that would benefit from a 12 week Life Skills behaviour management programme. Respite also provides for students with SEN awaiting placement, group tuition for those under Home and Hospital, and shorter (<12 weeks) provision for Mainstream Students.
- The Home and Hospital service provides for the vulnerable cohort.

3.3 PRINCIPLES TO GUIDE THE EVALUATION OF THE OPTIONS

- (1) The needs of the child are the priority and in most cases statistically the best outcomes are secured through attendance at a mainstream school. Therefore, children should remain in a mainstream setting wherever possible.
- (2) Whatever approach is adopted, the LA must have a robust mechanism and the funding/buildings from DSG to discharge its statutory obligations.
- (3) The behaviour service should be managed by the people who have the most/best proven expertise in this area.
- (4) Ensuring that all children stay in the system and their progress is tracked.
- (5) It is vital to reduce the levels of permanent exclusion over time and so the preferred option should incentivise all parties to do this. This should be measured following the adoption of any model to test its success in practice. This will reduce costs to DSG.
- (6) For disaffected young people with challenging behaviour in one school, may not respond well to another school environment (Paul Murphy Working Group 13 Feb 13).
- (7) It may be necessary to adopt different models for both Primary and Secondary provision for the following reasons:
 - Primary and Secondary schools have different needs with different costs associated with these needs.

- The majority of children in the primary service either have or should/will have statements for BESD, which suggests that instead of a Primary PRU a primary BESD provision would better meet their needs.
 - Primary children at Grovelands will not transition into Kingswood but typically to Burwood for boys or an independent setting for girls so stronger links may be beneficial to support transition.
- (8) There is a gap in the current service provision relating to pupil sexualised behaviour.
 - (9) The continuum of behaviour provision (diagram attached as an Appendix) shows the different levels of behaviour support, each of which secures different outcomes and for a different cost.
 - (10) The academisation agenda is implicit in all options proposed.
 - (11) The opportunity to secure capital from central government may be a driver to pursue some options.

3.4 METHODOLOGY TO BE ADOPTED

Produce Outline Business Case – May to July 2013

- (1) Secure agreement to the principles from MOG Behaviour/all Heads.
- (2) Agree options to be evaluated.
- (3) Construct a model to forecast demand for provision. This will consider historic data from every school with regard to permanent and fixed term exclusions over last 5 years (including those with statements) and the numbers of vulnerable children in each category. Then we can project these trends forward and be guided by Head Teachers as to their views as to how much they can reduce exclusions in the future if possible. The process could use the continuum of behaviour and project how many pupils will fall into each category depending on each strategy adopted.
- (4) Collate the average cost of each of the settings on the behaviour continuum to be able to price various demand scenarios.
- (5) Appoint Panel (ideally one Member, one officer, one Head Teacher plus facilitated by interim Project Manager) to evaluate the options against the criteria, which are: outcomes – how well will the option meet the principles (60% weighting) and cost (40% weighting) (this could also include a survey monkey version if time).
- (6) Choose best option to be put forward to be tested in a Full Business Case.

Produce Full Business Case – July to October 2013

- (7) Prepare detailed consideration of preferred option, including market testing as required.
- (8) Further detailed consultation/market testing.
- (9) Propose detailed implementation plan for preferred option.

Implement – October 2013 to March 2014

(10) Implement

(11) Evaluation at Years 1, 3 and 5 to check outcome and costs against full business case.

4. LEGAL IMPLICATIONS

The DfE published “Alternative Provision - Statutory Guidance for Local Authorities”, which was effective from 1 January 2013 and sets out the statutory functions of local authorities.

Definition of alternative provision provided is “education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour”. Statutory functions of local authority:

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- Arrange a suitable education for a pupil registered at a school but who cannot attend because of illness or another reason.

There are two cohorts of pupils who are in the scope of this statutory guidance and this paper:

- A cohort with challenging behaviour.
- A vulnerable cohort that cannot attend school as a result of (inter alia) being pregnant or teenage mother, medical needs (this includes those with mental health issues) or an anxious school refuser.

Of the challenging behaviour cohort these can be split between pupils who are permanently excluded and those who are on fixed term exclusion (who remain the responsibility of the excluding school’s governing body).

Non-Applicable Sections:	FINANCIAL PERSONNEL POLICY IMPLICATIONS
Background Documents: (Access via Contact Officer)	[Title of document and date]

OPTIONS FOR CONSIDERATION

The following eight options are proposed for consideration. It is proposed to test out the financial implications of each option to support this SWOT analysis. Each option has been considered from the following perspectives:

- Child
- School
- LA

Notes: Respite provision is considered part of secondary behaviour service.

Option	Opportunities	Risks
<p>For the time being keep Medical and Home Tuition within the LA. In future this could transfer into successful model.(Kent)</p>	<p>This service discharges the LAs statutory responsibilities in respect of the vulnerable cohort.</p> <p>To review service to try and reduce unit cost of provision.</p> <p>To create a spin-out of this service into a social enterprise for example.</p>	<p>The DSG funding retained by the LA is insufficient to fund service. There will need to be a mechanism to pass through the cost of the service to DSG (Schools Forum) and to deal with any increase in demand over time.</p> <p>The LA may not be the most cost effective way of delivering the service as a result of overheads and savings could be achieved to DSG by adopting an alternative model.</p> <p>The LA retains a service that could be transferred to schools and reduce LA overheads/unit cost of provision.</p>
<p>Mainstream schools join a single trust/mutual run by schools for schools with LA commissioning statutory functions from it. (Sandwell Heads created a Mutual)</p>	<p>The service would be run by schools for schools, which are incentivised to reduce costs and reduce demand for service.</p> <p>Schools fully responsible for the provision.</p> <p>Non-profit making vehicle so keeping the maximum amount of funding directly going to child (assuming efficiently managed).</p> <p>The child should not be lost from the system as all schools involved in/represented within trust.</p> <p>With all schools signed up to the trust/mutual should provide a coherent and effective vehicle.</p> <p>The LA would have the opportunity to monitor the quality of the provision as a commissioner.</p>	<p>This model does not create a commissioner/provider split and so there is a risk that schools could decide to exclude higher numbers of children and prefer to pay for this rather than keep the child in school.</p> <p>The LA is dissatisfied with the quality of provision where it is commissioner and has limited options for recourse.</p> <p>Not all schools join in to the trust/mutual fragmenting the system and reducing opportunities for economies of scale.</p> <p>Ensuring admissions processes are effective to provide placements for most challenging Bromley children.</p>

Option	Opportunities	Risks
<p>Existing EBD school (who should be our behaviour experts) expand to create all-through EBD provision and manage Secondary PRU and behaviour service (Barnsley and Essex)</p>	<p>To utilise specialist experience and expertise in behaviour management.</p> <p>Clear accountability for behaviour service to one school from LA.</p> <p>Opportunity for good school who has proven expertise in outstanding behaviour management to grow provision.</p> <p>Non-profit making vehicle so keeping the maximum amount of funding directly going to child (assuming efficiently managed).</p> <p>The LA would have the opportunity to monitor the quality of the provision as a commissioner.</p>	<p>No school has expertise, capacity or inclination to take on service.</p> <p>Puts too much strain on capacity of hosting school and standards fall.</p> <p>Ensuring admissions processes are effective to provide placements for most challenging Bromley children.</p> <p>The LA is dissatisfied with the quality of provision where it is commissioner and has limited options for recourse.</p>
<p>Existing special school or special school trust to host secondary behaviour service and secondary PRU and turn primary PRU into a primary EBD school (Barnsley)</p>	<p>Non-profit making vehicle so keeping the maximum amount of funding directly going to child (assuming efficiently managed).</p> <p>The LA would have the opportunity to monitor the quality of the provision as a commissioner.</p>	<p>No school has expertise, capacity or inclination to take on service.</p> <p>Puts too much strain on capacity of hosting school and standards fall.</p> <p>The LA is dissatisfied with the quality of provision where it is commissioner and has limited options for recourse.</p>
<p>Seek an academy chain sponsor to host secondary PRU and behaviour service. EBD primary school?</p>	<p>Competitive price based on Harris Aspire academy that are seeking only AWPU plus pupil premium plus any other additional allowances attached to the pupil.</p>	<p>The academy chain is incentivised to take more children as will generate economies of scale and therefore cheaper unit cost.</p> <p>Ensuring admissions processes are effective to provide placements for most challenging Bromley children.</p> <p>This model does not create a commissioner/provider split and so there is a risk that schools could decide to exclude higher numbers of children and prefer to pay for this rather than keep the child in school.</p> <p>The LA is dissatisfied with the quality of provision where it is commissioner and has limited options for recourse.</p>
<p>Out-source to third or private sector (Liverpool)</p>	<p>Could result in lower costs.</p> <p>The LA would have the opportunity to monitor the quality of the provision as a commissioner.</p>	<p>LA would have to under-write contract in terms of statutory functions.</p> <p>Could result in higher costs.</p> <p>Profit making vehicle so should stimulate efficiencies but profits must be paid therefore diverting funding away from children directly.</p> <p>Provider is incentivised to take more children as higher profits.</p>

Option	Opportunities	Risks
		<p>Limited providers in the market at this scale.</p> <p>LA developing commissioning and contract management skills and so suppliers may negotiate and operate beneficial terms.</p> <p>Ensuring admissions processes are effective to provide placements for most challenging Bromley children.</p>
<p>New AEP Free School/Studio School (Academy) to provide services for permanently or fixed term exclusions.</p>	<p>Ensuring admissions processes are effective to provide placements for most challenging Bromley children.</p> <p>Non-profit making vehicle so keeping the maximum amount of funding directly going to child (assuming efficiently managed).</p>	<p>The opportunity to exclude larger numbers of children from mainstream education.</p> <p>Ensuring admissions processes are effective to provide placements for most challenging Bromley children.</p> <p>The LA is dissatisfied with the quality of provision where it is commissioner and has limited options for recourse.</p>
<p>Full delegation of funding to all schools, LA kept medical (1 Kent District, Richmond)</p>	<p>Schools do not exclude any pupils as now have funding as part of school's budget and the LA cannot make provision without any funding.</p>	<p>Pupils are excluded anyway or parents encouraged elect to home educate and are lost from the system.</p> <p>Ensuring admissions processes are effective to provide placements for most challenging Bromley children.</p> <p>This model does not create a commissioner/provider split and so there is a risk that schools could decide to exclude higher numbers of children and prefer to pay for this rather than keep the child in school.</p> <p>The LA is dissatisfied with the quality of provision where it is commissioner and has limited options for recourse.</p>

Five options were considered by the PDS Working Group and discounted

Option	Opportunities	Risks
<p>Create a virtual school comprising the range of provisions and an IT software package for personalised learning plans and tracking (reduced property costs and commissioned packages)</p>	<p>Save money on property and associated staffing costs.</p> <p>Child has very personalised package.</p> <p>LA can monitor progress easily through system.</p> <p>Should be least expensive option per unit cost after initial investment.</p> <p>Schools may retain more children in school as only virtual provision available.</p> <p>Non-profit making vehicle so keeping the maximum amount of funding directly going to child (assuming efficiently managed).</p> <p>The LA would have the opportunity to monitor the quality of the provision as a commissioner.</p>	<p>Requires investment in IT system.</p> <p>Children could be lost from the system.</p> <p>Schools may not control the system, depending on nature of virtual school.</p> <p>Ensuring admissions processes are effective to provide placements for most challenging Bromley children.</p>
<p>Appoint 1 Host mainstream secondary school to host secondary behaviour service and secondary PRU and turn primary PRU into a primary EBD school (Some Districts of Kent and Essex)</p>	<p>Clear accountability for behaviour service to one school from LA.</p> <p>Opportunity for good school who has proven expertise in outstanding behaviour management to grow provision.</p> <p>To utilise specialist experience and expertise in behaviour.</p> <p>Non-profit making vehicle so keeping the maximum amount of funding directly going to child (assuming efficiently managed).</p>	<p>No school has expertise, capacity or inclination to take on service.</p> <p>Puts too much strain on capacity of hosting school and standards fall.</p> <p>Ensuring admissions processes are effective to provide placements for most challenging Bromley children.</p> <p>This model does not create a commissioner/provider split and so there is a risk that schools could decide to exclude higher numbers of children and prefer to pay for this rather than keep the child in school.</p> <p>The LA is dissatisfied with the quality of provision where it is commissioner and has limited options for recourse.</p>

Option	Opportunities	Risks
PRU becomes an academy and sponsors EBD school and other provision (Sudbury, Suffolk)	Non-profit making vehicle so keeping the maximum amount of funding directly going to child (assuming efficiently managed).	<p>Ensuring admissions processes are effective to provide placements for most challenging Bromley children.</p> <p>This model does not create a commissioner/provider split and so there is a risk that schools could decide to exclude higher numbers of children and prefer to pay for this rather than keep the child in school.</p> <p>The LA is dissatisfied with the quality of provision where it is commissioner and has limited options for recourse.</p>
PRU becomes an academy and sponsors EBD school and other provision (Sudbury, Suffolk)	Non-profit making vehicle so keeping the maximum amount of funding directly going to child (assuming efficiently managed).	<p>Ensuring admissions processes are effective to provide placements for most challenging Bromley children.</p> <p>This model does not create a commissioner/provider split and so there is a risk that schools could decide to exclude higher numbers of children and prefer to pay for this rather than keep the child in school.</p> <p>The LA is dissatisfied with the quality of provision where it is commissioner and has limited options for recourse.</p>
PRUs become academies but no other structural change	<p>Non-profit making vehicle so keeping the maximum amount of funding directly going to child (assuming efficiently managed).</p> <p>Continuation of existing institutions.</p>	<p>Schools are dissatisfied with quality of service and value for money as is, so schools not committed to using service.</p> <p>Will not reduce unit cost of provision alone.</p> <p>Ensuring admissions processes are effective to provide placements for most challenging Bromley children.</p> <p>This model does not create a commissioner/provider split and so there is a risk that schools could decide to exclude higher numbers of children and prefer to pay for this rather than keep the child in school.</p> <p>The LA is dissatisfied with the quality of provision where it is commissioner and has limited options for recourse.</p>

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Report No.
CS 13005

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

Date: Tuesday 2 July 2013

Decision Type: Non-Urgent Non-Executive Non-Key

Title: UPDATE ON THE TRANSITION STRATEGY

Contact Officer: Lorna Blackwood, Assistant Director Commissioning
Tel: 020 8313 4110 E-mail: lorna.blackwood@bromley.gov.uk

Chief Officer: Terry Parkin, Executive Director of Education, Care & Health Services

Ward: (All Wards);

1. Reason for report

A report was presented to the Care Services Policy, Development and Scrutiny (PDS) Committee in September 2012 updating on the Integrated Transition Strategy for young people with learning difficulties/ disabilities and that the strategy would be put on hold pending impacts of the emerging findings from the Special Educational Needs and Disability (SEND) Pathfinder.

Reports would be submitted in future to both the Care Services PDS Committee and the Education PDS Committee informing on further reforms by the government on the SEND pathway. It was agreed that this be reflected in the Committee's Work Programme.

2. **RECOMMENDATION(S)**

Members of PDS are requested to comment on the revised approach to Transition (preparing for adulthood) in light of legislative changes and the outcomes from the SEND Pathfinder.

Corporate Policy

1. Policy Status: Existing Policy:
 2. BBB Priority: Children and Young People Supporting Independence:
-

Financial

1. Cost of proposal: Contained within current resources.
 2. Ongoing costs: Not Applicable:
 3. Budget head/performance centre: ECH Learning disability services; SEND budget; Pathfinder Grant (DoE)
 4. Total current budget for this head: £24,391,130 (ECH) £11,267,630 (SEND – Revenue Support Grant), £23,965,090 (SEND – Dedicated Schools Grant); £150,000 (Pathfinder)
 5. Source of funding: ECH and SEND budgets
-

Staff

1. Number of staff (current and additional): N/A
 2. If from existing staff resources, number of staff hours:
-

Legal

1. Legal Requirement: Non-Statutory - Government Guidance:
 2. Call-in: Not Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): An estimated 305 Young People over the next 10 years will be transitioning to Adult services
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

3. COMMENTARY

- 3.1 Since last reporting to the Care Services PDS Committee, considerable progress has been made on the implementation of the new SEND pathway under the Pathfinder Programme. With the Children & Families Bill proceeding through Parliament on track for a September 2014 implementation and the publication of an indicative Code of Practice further clarification on the impact of preparing young people for adulthood has been ascertained.
- 3.2 Given the intensive work being carried out by the Pathfinder and associated projects, coupled with the rapidly developing landscape of the Governments intentions regarding the 0-25 pathway (e.g. the impact of the Education Funding Reforms from April 2013) the further development of the Transition Strategy has been put on hold as agreed by this Committee.
- 3.3 In April Bromley was awarded continued Pathfinder funding to further build on its work testing the new legislative reforms alongside Champion status that will see Bromley supporting a number of London Authorities in understanding the impact of the SEND reforms
- 3.4 Under the 'invest to save' programme the Maximising Potential Project has commenced. Three Preparing for Adulthood (PfA) coordinators have been employed who have commenced work with an identified cohort of young people aged 14-25yrs to maximise their potential for independence as they prepare for adult life. The team sit within the Commissioning Division of Education, Care and Health Services.
- 3.5 The purpose of the PfA Coordinator role is to work with young people and their families to develop Education, Health and Care (EHC) Plans that meet identified need and support long term goals across the four key pathways: work opportunities, independent living, good health and community inclusion.
- 3.6 The project team, working together with young people, families and partners will assist in the development and implementation of six key areas:
- Education, Health and Care Plan with young people and families
 - Outcome based Person Centred Planning
 - Personal budgets
 - Creative and innovative solutions to meet identified need
 - Support mechanisms – developing sustainable circles of support
 - Multi agency working – braiding provision, support and funding
- 3.7 In response to the identified need to develop provision and facilities in borough for young people with more complex needs, Bromley submitted a bid for Demographic Growth Capital Funds (DGCF) and was awarded £2million in June 2012 to completely remodel facilities at Bromley College (full project total £2.4million), which has now been completed and is ready for September 2013 intake.
- 3.8 In addition to the capital build at Bromley College, we are working in partnership across the borough (young people, families, schools, colleges and providers) to develop holistic pathways across education, health and care, enabling a greater number of young people to live, learn and work in their own community and achieve sustained progression leading to better life outcomes. This is being supported through the Raising Aspirations and Improving Choice Project. The main aim of this project is to work collaboratively with a range of partners across the borough to raise aspirations, improve pathways and achieve better life outcomes for young people with disabilities. Through the projects, we will work intensively with a cohort of young people with more complex needs to enable them to live and learn within their own community whilst accessing the new facilities at Bromley College.

- 3.9 We are reviewing and re-commissioning a range of children's and adult services to meet the needs of young people and their families, supporting them to be confident in our Local Offer i.e. good Information, Advice and Guidance (IAG) services and 7 day a week day opportunities alongside employment pathways.
- 3.10 Integral to the SEND reforms are three prime duties that underpin the holistic approach to supporting those young people as they progress along the 0-25 pathway.
- 3.11 The first element is that parents and young people are at the heart of the processes and decisions that will affect the lives of children and young people with SEND, that it is a **family centred approach**.
- 3.12 Local authorities must ensure that parents and young people are involved when they are:
- planning and reviewing the local offer;
 - reviewing special educational and social care provision;
 - drawing up individual EHC plans, and in reviews and reassessments.
- 3.13 Commissioning of support is underway to facilitate parent, children and young people involvement in the implementation phase of the SEND reforms. Parents and young people are engaged and represented on all elements of the Pathfinder implementation. A 'Preparing for Adulthood' conference was run by the Council in February for parents and young people and a series of 'Question and Answer' sessions are being run through the SEND schools for those year 9+ parents. Officers have also supported the Bromley Parent Voice conference with workshops on the impact of the SEND reforms for young people approaching adulthood.
- 3.14 Education, Health and Care (EHC) plans are integrated support plans for children and young people with SEN from 0 to 25. They are focused on achieving outcomes and helping children and young people make a positive transition to adulthood, including into paid employment and independent living. They will be produced in partnership with parents, children and young people and will be based on a coordinated approach to the delivery of services across education, health and care.
- 3.15 The great majority of children and young people with SEN will have their needs met within their local mainstream school or college. In a small number of cases, planning will identify a need to conduct formal assessments of education, health and care needs, leading to an EHC plan. A statutory assessment should not be the first step in the planning process; rather it should flow from planning undertaken with parents and young people. The statutory assessment process must be co-ordinated across education, health and care to ensure a cohesive experience for children, parents and young people. Information from existing relevant assessments should be used and professionals should share information so that families do not have to keep giving the same information to different professionals. A key approach that ensures that parents and carers, children and young people are actively placed at the heart of the system is person centred planning. A person centred approach to planning means that planning should start with the individual (not with services), and take account of their wishes and aspirations, and the support they need to be included and involved in their community. It aims to empower parents, children and young people so that they have more control over assessment and decision-making processes.
- 3.16 As part of the Pathfinder requirements we have 45 signed up families undergoing an EHC plan across the 11-25 age groups. Parents & young people are intrinsically involved in both developing the documentation, defining the process and capturing any learning in order to feed back to the Department of Education as part of the national assessment of the EHC process.

- 3.17 Local Authorities are required to produce a Local Offer - to provide clear, comprehensive and accessible information in one place about the support and opportunities that are available, information about provision they expect to be available in their area for children and young people from 0 to 25 who have SEN; and to make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.
- 3.18 Bromley's Local Offer is being developed across three tranches: 0-5yrs, 5-16yrs and 16-25yrs. Services have focused on universal, targeted and specialist support across education, health, care and integrated work. Information is being gathered to launch the Bromley Local Offer website. It is envisaged that the draft Local Offer will be published by 30 June 2013. A draft education local offer has been produced in March 2013 for mainstream schools, which includes expectations for provisions up to £6k, clear criteria for top up funding, a banded funded formula above £6k and EHC thresholds. The local offer has also been considered by the Young Advisors, with a comprehensive report produced.

4. POLICY IMPLICATIONS

The overarching 'Improving Lives – Supporting Families: Disability Strategy for Children and Young People in Bromley' clearly identified amongst its key aims the improved transition planning for young people with learning difficulties and disabilities.

5. FINANCIAL IMPLICATIONS

All actions arising from the implementation of the SEND reforms will need to be met within existing resources.

6. LEGAL IMPLICATIONS

The Pathfinder programme was implemented as part of the Department of Education's consultation on its Green Paper. The proposed timeline is that this Bill will receive Royal Assent in April 2014 with implementation in September 2014.

Non-Applicable Sections:	Personnel Implications
Background Documents: (Access via Contact Officer)	Indicative Code of Practice http://www.councilfordisabledchildren.org.uk/news/january-june-2013/indicative-drafts-of-the-special-educational-needs-code-of-practice-and-regulations-published Children & Families Bill http://services.parliament.uk/bills/2012-13/childrenandfamilies.html

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Report No.
ED 13069

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Education Policy Development and Scrutiny Committee

Date: Wednesday 19th June 2013

Decision Type: Non-Urgent Non-Executive Non-Key

Title: **UPDATE ON THE SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) PATHFINDER**

Contact Officer: Andrew Royle, Education, Care and Health Services

Tessa Moore, Assistant Director Education
Tel: 020 8313 4146 E-mail: Tessa.moore@bromley.gov.uk

Chief Officer: Terry Parkin, Executive Director of Education, Care & Health Services

Ward: (All Wards);

1. Reason for report

The Children & Families Bill is currently proceeding through Parliament and is on track for a September 2014 implementation. Furthermore an indicative Code of Practice has been published that begins to provide further clarification to the proposed legislation.

2. **RECOMMENDATION(S)**

To update the members of this Committee on the progress being made, through the SEND Pathfinder Programme, on testing and implementing the requirements set out in the proposed Children & Families Bill and indicative Code of Practice.

Corporate Policy

1. Policy Status: Existing Policy:
 2. BBB Priority: Children and Young People Supporting Independence:
-

Financial

1. Cost of proposal: Contained within current resources.
 2. Ongoing costs: Not Applicable:
 3. Budget head/performance centre: SEND budget; Pathfinder Grant - Department of Education (DfE); Pathfinder Champion Grant (DfE)
 4. Total current budget for this head: £11,267,630 (SEND – Revenue Support Grant), £23,965,090 (SEND – Dedicated Schools Grant); £150,000 (Pathfinder); £44,000 (Pathfinder Champion)
 5. Source of funding: ECH and SEND budgets. DfE Grant
-

Staff

1. Number of staff (current and additional): N/A
 2. If from existing staff resources, number of staff hours:
-

Legal

1. Legal Requirement: Non-Statutory - Government Guidance:
 2. Call-in: Not Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): 2,000 children and young people, together with their parents/carers
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

3. COMMENTARY

- 3.1 In September 2011, Bromley was notified by the Department for Education (DfE) that it had achieved Pathfinder status in a joint bid with Bexley, to test the SEN & Disability Green Paper proposals, described as the most radical reform in this field in more than 30 years. Bromley and Bexley Pathfinder was one of 20 Pathfinders agreed across England, covering 31 Local Authorities with their Health Partners.
- 3.2 Mott McDonald, National Consultants, were appointed by the Government to co-ordinate national Pathfinder activity and support National Pathfinder sites across England, reporting to the DfE and Health partners.
- 3.3 The context of Bromley's Pathfinder work and the new agenda was around the rising numbers of disabled children. The general increase in population and the result of medical advances has led to a large increase in the number of children and young people with more severe SEN and disability, coupled with greatly increased health needs and complex family circumstances.
- 3.4 A Bromley Core Group drawn from officers across the Local Authority, Health and Parent Representation developed an action plan, established time lines across Bromley and Bexley to monitor and take Pathfinder activity forward. A 'Leads Group' across Bromley and Bexley was established to coordinate Pathfinder work across the boroughs.
- 3.5 Bromley Pathfinder funding and work was to specifically trial and test:
- New Single Plans from birth to 25 across Education, Health and Care with agreed assessment and resource systems (EHC plans)
 - The development of Personal Budgets.
 - Banded Funding
 - Support to Parents, Children and Young People
 - Linking Early Support and Key working/integrated working up through the age range
 - Preparing for Adulthood (transition).
- 3.6 Significant progress was made on testing these areas and reporting findings and conclusions back to the DfE and DoH in order to inform both the legislative process and the drafting of the Code of Practice. For an overview of the SEND Pathfinder progress, including Bromley case studies, please refer to the Department of Health (DoH) SEND Pathfinder Programme Report 2013 linked in 'Background Documents'.
- 3.7 As a consequence of the work carried out under the first phase of the Pathfinder Bromley was successful in its application for continued funding beyond April 2013. Furthermore the DfE invited bids from Pathfinder Authorities for the role of 'Champion', to support non-pathfinder areas (See Appendix 1 – Supported Local Authorities) in every region of England as they prepared to implement the reforms. Selection for Champion status was based on a mix of skills, experience and regional factors and Bromley's joint bid with Bexley was one of only 9 national Pathfinder Champion bids selected.
- 3.8 The targets for delivery of 2013/14 Pathfinder and Champion activity have been set by the DfE (see Appendix 2 - DfE Grant Targets). Primary activity is assessed around implementation of the following areas:

- Families' and young people's progress and status through the new process should be accurately reported to the Department's support and evaluation partners as appropriate. This data should be maintained on an ongoing basis so as to reflect an up to date position of testing.
- Testing will encompass the full age range of 0 - 25 and look to include children and young people with a breadth of different needs, across education, health and social care.
- Children, young people, and their families and carers, where appropriate, are extensively and regularly engaged.
- Educational settings across the full age range are progressively and regularly engaged to support full implementation during 2013.
- Reporting reflects consistent and tangible monthly progress. If this is not possible, an explanation for less consistent progress will be needed.
- Factsheets of figures and progress are reported and updated monthly on local, publicly accessible, websites, e.g. Local Authority websites or designated pathfinder websites. To include description of test cohorts, numbers of families recruited, testing and with completed EHC plans, with age breakdown.
- The Pathfinder Support Team will seek further evidence of progress in transitioning towards use of family support (key working and person centred approaches, and associated workforce development).
- The Pathfinder Support Team will seek evidence of progress in transitioning towards sustainable processes for full implementation.
- Pathfinders are all expected to take a lead in liaising with local non-pathfinder authorities, sharing learning through regional networks and supporting pathfinder champions, where needed and requested.

3.9 Pathfinders are also expected to test the following core areas of reform:

- Integrated Assessment & Planning
- Local Offer:
- Personal Budgets
- Age range & employment
- Banded funding

3.10 With the Children & Families Bill proceeding through Parliament on track for a September 2014 implementation and with the publication of an indicative Code of Practice further clarification on the impact of preparing young people for adulthood has been ascertained. This has been further strengthened by the work carried out under the Pathfinder Programme in Bromley.

3.11 As the work is now concentrating on implementation of the reforms and feeding that learning back to the relevant Government Departments the project structure has been recast to focus in on delivery and change management.

- 3.12 We are working in partnership across the borough (young people, families, schools, colleges and providers) to develop holistic pathways across education, health and care, enabling a greater number of young people to live, learn and work in their own community and to achieve sustained progression leading to better life outcomes. This is further being supported through the partner projects - Raising Aspirations and Improving Choice and Maximising Potential. The main aim of these projects is to work collaboratively with a range of partners across the borough to raise aspirations, improve pathways and achieve better life outcomes for young people with disabilities. Through the projects, the team will work intensively with a cohort of young people with more complex needs to enable them to live and learn within their own community whilst accessing the new facilities at Bromley College.
- 3.13 A process of reviewing services is underway, and where appropriate, re-commissioning of a range of children's and adult services to meet the needs of young people and their families, supporting them to be confident in our Local Offer i.e. good Information, Advice and Guidance (IAG) services and 7 day a week day opportunities alongside employment pathways.
- 3.14 Parents and young people are at the heart of the processes and decisions that will affect the lives of children and young people with SEND, that it is a family centred approach. Local authorities must ensure that parents and young people are involved when they are:
- planning and reviewing the local offer;
 - reviewing special educational and social care provision;
 - drawing up individual EHC plans, and in reviews and reassessments.
- 3.15 Commissioning of support is underway to facilitate parent, children and young people involvement in the implementation phase of the SEND reforms. Parents and young people are engaged and represented on all elements of the Pathfinder implementation. A 'Preparing for Adulthood' conference was run by the Council in February for parents and young people and a series of 'Question and Answer' sessions are being run through the SEND schools for year 9+ parents. Officers have also supported the Bromley Parent Voice conference with workshops on the impact of the SEND reforms for young people and families.
- 3.16 Education, Health and Care (EHC) plans are integrated support plans for children and young people with SEN from 0 to 25. They are focused on achieving outcomes and helping children and young people make a positive transition to adulthood, including into paid employment and independent living. They will be produced in partnership with parents, children and young people and will be based on a coordinated approach to the delivery of services across education, health and care.
- 3.17 The great majority of children and young people with SEN will have their needs met within their local mainstream school or college. In a small number of cases, planning will identify a need to conduct formal assessments of education, health and care needs, leading to an EHC plan. A statutory assessment should not be the first step in the planning process; rather it should flow from planning undertaken with parents and young people. The statutory assessment process will need to be co-ordinated across education, health and care to ensure a cohesive experience for children, parents and young people. Information from existing relevant assessments will be used and professionals will have to share information so that families do not have to keep giving the same information to different professionals. A key approach that ensures that parents and carers, children and young people are actively placed at the heart of the system is person centred planning. A person centred approach to planning means that planning should start with the individual (not with services), and take account of their wishes and aspirations, and the support they need to be included and involved in their community. It aims to empower parents, children and young people so that they have more control over assessment and decision-making processes.

- 3.18 As part of the Pathfinder requirements we have 68 signed up families undergoing an EHC plan across the 0-25 age range. Parents & young people are intrinsically involved in both developing the documentation, defining the process and capturing any learning in order to feed back to the Department of Education as part of the national assessment of the EHC process.
- 3.19 Local Authorities are required to produce a Local Offer - to provide clear, comprehensive and accessible information in one place about the support and opportunities that are available, information about provision we expect to be available in our area for children and young people from 0 to 25 who have SEN; and to make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review. The services identified must not be only across the Education, health and Social Care landscape, but be drawn from the wider community based resources.
- 3.20 Bromley's Local Offer is being developed across three tranches: 0-5 years, 5-16 years and 16-25 years. Services have focused on universal, targeted and specialist support across education, health, care and integrated work. Information is being gathered to launch the Bromley Local Offer website. The Local Offer has also been considered by the Young Advisers and BPV with a comprehensive report produced
- 3.21 A draft education local offer was produced in March 2013 for mainstream schools, which includes expectations for provisions up to £6k, clear criteria for top up funding, a banded funded formula above £6k and EHC thresholds.

4. POLICY IMPLICATIONS

Delivery of the overarching 'Improving Lives – Supporting Families: Disability Strategy for Children and Young People in Bromley' will be supported by implementation of the SEN Pathfinder Programme.

5. FINANCIAL IMPLICATIONS

All actions arising from the implementation of the Children and Families Bill will need to be met within existing resources.

6. LEGAL IMPLICATIONS

The Pathfinder programme was implemented as part of the Department of Education's consultation on its Green Paper. The proposed timeline is that this Bill will receive Royal Assent in April 2014 with implementation in September 2014.

Non-Applicable Sections:	Personnel Implications
Background Documents: (Access via Contact	Appendix 1: Supported Local Authorities

Officer)	<p>Appendix 2: DfE Grant Targets</p> <p>Full Grant Funding Terms Letter – available from contact officer.</p> <p>DoH SEND Pathfinder Programme Report 2013: http://media.education.gov.uk/assets/files/pdf/p/pathfinder%20progress%20report%20march%202013%20v2.pdf</p> <p>Indicative Code of Practice http://www.councilfordisabledchildren.org.uk/news/january-june-2013/indicative-drafts-of-the-special-educational-needs-code-of-practice-and-regulations-published</p> <p>Children & Families Bill http://services.parliament.uk/bills/2012-13/childrenandfamilies.html</p>
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Appendix 1.

List of Local Authorities Bromley will be directly supporting through its Champion status:

1. Croydon
2. Westminster
3. Kensington & Chelsea
4. Hammersmith & Fulham
5. Barking & Dagenham
6. Brent
7. Ealing
8. Haringey
9. Havering
10. Hounslow
11. Newham
12. Redbridge
13. Southwark
14. Tower Hamlets

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Appendix 2

Details of the Grant Targets issued by the Department of Education

EHC Plan Targets:

28th June 2013	30th September 2013	23rd December 2013	29th March 2014	30th June 2014	30th September 2014
<p>A minimum of 35 families with completed plans in place</p> <p>Engagement with educational settings regarding EHC Plans across the full age range.</p>	<p>A minimum of 50 families with completed plans in place</p> <p>Working with educational settings, including all schools and colleges in the area around EHC Plans; engagement with CCGs and health professionals in assessment process.</p>	<p>A minimum of 65 families with completed plans in place</p> <p>Extensive and routine co-working with educational settings, and commissioners and providers of health services, covering all age ranges around EHC Plans.</p>	<p>A minimum of 85 families with completed plans in place</p> <p>Extensive and routine co-working with educational settings, and commissioners and providers of health services, covering all age ranges around EHC Plans.</p>	<p>A minimum of 115 families with completed plans in place</p> <p>Extensive and routine co-working with educational settings, and commissioners and providers of health services, covering all age ranges around EHC Plans.</p>	<p>A minimum of 165 families with completed plans in place</p> <p>Extensive and routine co-working with educational settings, and commissioners and providers of health services, covering all age ranges around EHC Plans.</p>

Local Offer Targets:

28th June 2013	30th September 2013	23rd December 2013	29th March 2014	30th June 2014	30th September 2014
<p>A local offer which reflects consultation with and involvement of parents, carers, and young people</p>	<p>Updated local offer (reflective of service user feedback), covering at least existing statutory requirements for the provision of information of available services</p>	<p>Finalised local offer, covering as many services as feasibly possible, with clear strategies for regular review and updating</p> <p>Strategies in place to account for cross-boundary local offer issues</p>	<p>Maintain and regularly update published local offer</p> <p>Mechanisms in place to promote service user and service provider feedback</p>	<p>Maintain and regularly update published local offer, including service user and service provider feedback through surveys where relevant</p>	<p>Maintain and regularly update published local offer, including service user and service provider feedback through surveys where relevant</p>

Personal Budget Targets:

28 th June 2013	30 th September 2013	23 rd December 2013	29 th March 2014	30 th June 2014	30 th September 2014
The option of personal budgets is considered for all new EHC plans (including testing use of direct payments for special educational provision).	Further identification of funding streams (and potential funding streams) across Education, Health and Social Care.	On-going refinement of offer across service lines.	Capacity to deliver personal budget offer for EHC plans is well established and can be delivered for increasing numbers of families.	Capacity to maintain offer for increased number of families with EHCP and offer includes education, health and social care.	Personal budget for education, health and social care (reflecting individual needs) is a routine element of assessment and planning process.
Resource Allocation Systems being developed are reported.	Local arrangement for agreeing personal budgets across agencies in place.	Consideration of strategic commissioning principles – from block contracts to framework agreements.		On-going refinement of funding arrangements, commissioning and market to maximise the PB offer.	
Transparent decision making process established for the allocation and agreement of the personal budget.		Engagement with providers to develop the market.			

Report No.
ED13070

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Education Policy Development and Scrutiny Committee

Date: 02 July 2013

Decision Type: Non-Urgent Non-Executive Non-Key

Title: EDUCATION PROGRAMME 2013 - 14

Contact Officer: Angela Buchanan, ECHS Planning & Development Manager
Tel: 020 8313 4199 E-mail: angela.buchanan@bromley.gov.uk

Chief Officer: Terry Parkin, Executive Director, Education and Care Services

Ward: Boroughwide

1. Reason for report

- 1.1 The report provides a programme of scheduled reports for the year ahead, based on items scheduled for decision by the Education Portfolio Holder and items for consideration by the Education Policy Development and Scrutiny Committee.
-

2. **RECOMMENDATION(S)**

2.1 **Members of the Education PDS Committee are invited to comment on the Education Programme at Appendix 1.**

- a. **Members are asked to note the Attendance Schedule for the Spring 2013 Programme of Council Member Visits at Appendix 2.**
- b. **Consider the establishment and reconstitution of Education PDS Committee Working Groups for 2013/14.**
- c. **Agree that the Education Budget Sub Committee be reconvened for 2013/14.**

2.2 **The Education Portfolio Holder is invited to comment on the Education Programme at Appendix 1 and note its content.**

Corporate Policy

1. Policy Status: Existing Policy: As part of the Excellent Council stream within Building a Better Bromley, PDS Committees should plan and prioritise their workload to achieve the most effective outcomes.
 2. BBB Priority: Children and Young People: To secure the best possible future for all children and young people in the Borough, including a clear focus on supporting the most vulnerable children and young people in our community.
-

Financial

1. Cost of proposal: No Cost
 2. Ongoing costs: Not Applicable
 3. Budget head/performance centre: No specific budget head
 4. Total current budget for this head: £N/A
 5. Source of funding: Council's Base Budget
-

Staff

1. Number of staff (current and additional): N/A
 2. If from existing staff resources, number of staff hours: N/A
-

Legal

1. Legal Requirement: No statutory requirement or Government guidance:
 2. Call-in: Applicable
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): This report is intended primarily for members of this Committee to use in controlling and reviewing their ongoing work.
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? No
2. Summary of Ward Councillors comments: Not Applicable

3. COMMENTARY

Work Programme

- 3.1 The Programme at **Appendix 1** provides information on items scheduled for decision by the Education Portfolio Holder, items for consideration by the Education Policy Development and Scrutiny Committee and proposed information briefings for Members on which no decision is required.
- 3.2 The Programme provides a reference on future work and enables it to be amended in the light of future developments and circumstances. The programme also lists the meetings of the Executive and PDS Working Groups with dates (where already scheduled).
- 3.3 The focus of Education PDS Committee work should be on (i) holding the Education Portfolio Holder to account, (ii) pre-decision scrutiny and (iii) policy development.
- 3.4 In 2012/13 the Education Budget **Sub-Committee** was established to consider budgetary matters relating to the Education Portfolio. Members are asked to consider whether the Education Budget Sub-Committee should be reconvened for 2013/14 and if so, agree the membership for this Sub-Committee.
- 3.5 The Education PDS Committee is empowered to establish **Working Groups** for examining priority issues in depth with a detailed report provided to the Education PDS Committee for its consideration on completion of the review.
- 3.6 In 2012/13, the Education PDS Committee established the Bromley Behaviour Services Working Group and the School Governance Working Group, and reconstituted the Primary School Development Plan Working Group that worked to develop recommendations for further temporary and permanent expansions of primary schools across the Borough.
- 3.7 Members are asked to consider whether these Working Groups should be reconstituted for 2013/14 and, if so, agree the membership for these Working Groups.
- 3.8 There is one standing **Executive Member Working Party** focusing on Special Educational Needs.
- 3.9 The Attendance Schedule for the Summer Term 2013 **Council Member Visits** is attached as Appendix 2 to this report for information. All Elected Council Members and Co-opted Members are invited to attend Council Member Visits the compilation of the Autumn Visits will commence during the next period.

Non-Applicable Sections:	Policy, Financial, Legal and Personnel Implications
Background Documents: (Access via Contact Officer)	<ul style="list-style-type: none">• Review of the Operation of Policy Development and Scrutiny Arrangements in Bromley – April 2005• Scrutiny Toolkit – April 2006• Report ‘PDS Working Practices’ – 17/5/07 Executive and Resources PDS Committee• Minute 5 – Executive and Resources PDS Committee, 17/05/07• Minute 58 - CYP PDS 8/10/08• Minute – 16/3/09 Full Council (decision regarding changes to Executive Decision Making arrangements, as a result of which there are no longer scheduled Portfolio Holder meetings).

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Draft EDUCATION PROGRAMME 2013/14

Behaviour Services PDS Working Group 23rd July 2013	
Education PDS Budget Sub Committee 23rd July 2013	
Special Meeting of the Education Portfolio Holder August 2013 (Date to be confirmed)	
Title	Notes
Three Statutory Notices re: Changes to Worsley Bridge	Urgent PH decision
Education PDS 17th September 2013	
Title	Notes
Update of the 2013/14 Education Portfolio Plan including Education Commitments	Regular Item
Ofsted Reports and follow up on underperforming schools	Regular Item
Behaviour Services including provision for Primary Placements	Added May Agenda Planning
Sold Services	Added May Agenda Planning
Update on Online Application Systems - changes	Added May Agenda Planning
Home Tuition Service (Gateway Review)	Added May Agenda Planning
Final Report from School Governance Working Party	Added May Agenda Planning
Speech and Language Therapy for Children with SEN (Gateway Review)	Moved from July
Basic Need Programme Update	
Literacy in the Early Years	Annual Update Report
Independent, fee-paying full-time residential school for boys	Pt 2 Report
Minutes from Budget Sub Committee	
Update from Executive Working Party for SEN	
ECS Contract Monitoring Report	Information Briefing
Bromley Academy Programme and Free School Update	Information Briefing
Education Policy and Legislative Update	Information Briefing
Primary Place PDS Working Group September (Date TBC)	
Education PDS Budget Sub Committee September (Date TBC)	
SEN Executive Working Group September/ October (Date TBC)	
Education PDS 12th November 2013	
Title	Notes
Draft 2014/15 Education Portfolio Plan including Education Commitments	Regular Item
Ofsted Reports and follow up on underperforming schools	Regular Item
Update on the Implementation of the School Governance Working Party Recommendations	Regular Item
Strategic Plan - Development of Secondary School Places 2016 - 22	
Review of Primary School Development Plan Outcomes	
Home Education	Added May Agenda Planning
Follow up on actions from Joint Education and Care Service PDS Meeting	Added May Agenda Planning
Minutes from Budget Sub Committee	
Update from Executive Working Party for SEN	

Education PDS 12th November 2013	
Title	Notes
ECS Contract Monitoring Report	Information Briefing
Bromley Academy Programme and Free School Update	Information Briefing
Education Policy and Legislative Update	Information Briefing
Education PDS Seminar 27th November 2013	
Education PDS Budget Sub Committee January (Date TBC)	
Education PDS 30th January 2014	
Title	Notes
Ofsted Reports and follow up on underperforming schools	Regular Item
Update on the Implementation of the School Governance Working Party Recommendations	Regular Item
Bromley Seed Challenge Fund 2013/14	
Minutes from Budget Sub Committee	
Update from Executive Working Party for SEN	
Annual Report from the Bromley Adult Education College	Information Briefing
ECS Contract Monitoring Report	Information Briefing
Bromley Academy Programme and Free School Update	Information Briefing
Education Policy and Legislative Update	Information Briefing
Education PDS 18th March 2014	
Title	Notes
Update of the 2014/15 Education Portfolio Plan including Education Commitments	
Ofsted Reports and follow up on underperforming schools	Regular Item
Update on the Implementation of the School Governance Working Party Recommendations	
Raising the Participation Age Strategy Process Update	
Standards of Attainment in Bromley Schools 2013	
Annual Report of the Education PDS Committee	
Minutes from Budget Sub Committee	
Update from Executive Working Party for SEN	
ECS Contract Monitoring Report	Information Briefing
Bromley Academy Programme and Free School Update	Information Briefing
Education Policy and Legislative Update	Information Briefing
Education PDS Budget Sub Committee May (Date TBC)	
Joint Meeting of Education and Care Service PDS Committees May (Date TBC)	

Items to be programmed	
Pupil Premium to help disadvantaged pupils	Autumn Budget Sub Meeting
Expanding co-operation with Bromley College of Further and Higher Education	

COUNCIL MEMBER VISITS: ATTENDANCE SCHEDULE - SUMMER TERM 2013

*Manor Oak Primary (9:30-11am), Thu 2/5/13	+Kingswood/Grovelands/ Nightingale (9:30-12:30pm), Fri 17/5/13	*BYMT (9:30-12:30pm), Sat 18/5/13 (Contracted provider of Music provision)	Worsley Bridge Jnr (9:30-11am), Fri 7/6/13	St James' RC Primary (9:30-11am), Thu 20/6/13
Cllr Nicholas Bennett JP Cllr Stephen Wells (hopes to attend) Darren Jenkins (Co-Opted) Cllr Neil Reddin	9:30am: Kingswood Cllr Stephen Wells Cllr Pauline Tunnicliffe 10:30am: Grovelands Cllr Stephen Wells 11.30am: Nightingale Cllr Stephen Wells Cllr Pauline Tunnicliffe Cllr Nicholas Bennett JP Darren Jenkins (Co-Opted)	Cllr Nicholas Bennett JP Cllr John Getgood Cllr Neil Reddin	Cllr John Getgood Darren Jenkins (Co-Opted) Joan McConnell (Co-Opted) Cllr Peter Fookes Cllr Neil Reddin	Joan McConnell (Co-Opted) Cllr Peter Fookes Cllr Neil Reddin
Riverside – Beckenham (9:30-11am), Fri 5/7/13 (Centre for children with autism)	Bromley College of F&H Education Date to be arranged in Autumn Term			
Cllr Nicholas Bennett JP Cllr Sarah Phillips Cllr Pauline Tunnicliffe Darren Jenkins (Co-Opted) Joan McConnell (Co-Opted) Cllr Peter Fookes Cllr Neil Reddin				

- Notes: (1) Email inviting Members to visits published 28/3/13. Deadline for responses 19/4/13.
(2) Oversubscription Criteria: (i) Ward Member (ii) Elected or Co-Opted Member of CS PDS (iii) Elected or Co-Opted Member Ed PDS.
(3) * Visit to Manor Oak requested by Cllr Nicholas Bennett JP on behalf of the Education Budget Sub-Committee – visit open to PDS & Budget Committee Members.
(4) * Visit to BYMT starts at the Music Centre in Southborough Lane, goes onto James Dixon and Langley Boys and concludes at the Music Centre.
(5) + Visits organised by Cllr Wells – subsequently open to Bromley Behaviour Services Working Group Members.

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Agenda Item 15

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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Agenda Item 16

By virtue of paragraph(s) 3, 5 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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