



THE LONDON BOROUGH
www.bromley.gov.uk

BROMLEY CIVIC CENTRE, STOCKWELL CLOSE, BROMLEY BRI 3UH

TELEPHONE: 020 8464 3333

CONTACT: Kerry Nicholls
kerry.nicholls@bromley.gov.uk

DIRECT LINE: 020 8313 4602

FAX: 020 8290 0608

DATE: 23 June 2014

To: Members of the
EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

Councillor Nicholas Bennett J.P. (Chairman)
Councillor Neil Reddin FCCA (Vice-Chairman)
Councillors Teresa Ball, Kathy Bance MBE, Alan Collins, Mary Cooke, Judi Ellis,
Alexa Michael and Keith Onslow

Church Representatives with Voting Rights
Mary Capon and Joan McConnell

Parent Governor Members with Voting Rights
Darren Jenkins, Mylene Williams and Tony Wright-Jones

Non-Voting Co-opted Members
Jo Brinkley, (Head Teacher Representative)
Adil Ghani, (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 Committee Rooms, Bromley Civic Centre on **WEDNESDAY 2 JULY 2014 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 2014/15 (Pages 5 - 8)

3 DECLARATIONS OF INTEREST

4 MINUTES OF THE EDUCATION PDS COMMITTEE MEETINGS HELD ON 18TH MARCH 2014 AND 4TH JUNE 2014 AND MATTERS OUTSTANDING FROM PREVIOUS MEETINGS (Pages 9 - 28)

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 Thursday 26th June 2014 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 Thursday 26th June 2014 and to respond. Questions must relate to the work of the Portfolio.

7 PORTFOLIO HOLDER UPDATE

a UPDATE ON UNDER PERFORMING SCHOOLS (Pages 29 - 42)

8 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 SPEECH & LANGUAGE THERAPY FOR CHILDREN WITH SEN - CONTRACT EXTENSION (Pages 43 - 46)

b FREE SCHOOL MEALS UPDATE (Pages 47 - 50)

9 EDUCATION INFORMATION ITEMS

The items comprise:

- Minutes of the Education Budget Sub-Committee held on 24th June 2014 (To Follow)
- Bromley Youth Council Manifesto: 2013/14 Campaign Update and 2014/15 Campaign Priorities
- Early Years Update
- Education Portfolio Plan 2014 June Update
- Mentoring End of Year Report 2013/14
- Annual Report on the Work of the Virtual School April 2014
- Bromley Academy Programme and Free School Update
- Education Contract Monitoring Report 2014/15

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://cde.bromley.gov.uk/ieListMeetings.aspx?CId=559&Year=0>

POLICY DEVELOPMENT AND OTHER ITEMS

10 TRANSPORT GATEWAY REVIEW (Pages 51 - 60)

11 INVEST TO SAVE - TRAINING STATEMENTED PUPILS TO TRAVEL INDEPENDENTLY (Pages 61 - 68)

12 SUPPORTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) TO PREPARE FOR ADULT LIFE - FUNDING PROPOSAL (Pages 69 - 80)

13 UPDATE ON THE PROCESS FOR MARKET TESTING EDUCATION SERVICES (Pages 81 - 102)

14 EDUCATION PROGRAMME 2014/15 (Pages 103 - 108)

15 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

16 PROVISION FOR CHILDREN & YOUNG PEOPLE WITH SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES ACROSS THE BOROUGH (Pages 109 - 114)

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

Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under the authority.

DATES OF FUTURE EDUCATION PDS COMMITTEE MEETINGS

Tuesday 30th September 2014
Wednesday 5th November 2014
Tuesday 27th January 2015
Tuesday 10th March 2015

.....

Report No.
CSD14081

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

Date: Wednesday 2 July 2014

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

Title: CO-OPTIONS TO THE EDUCATION PDS COMMITTEE 2014/15

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 2014/15.
-

2. RECOMMENDATION(S)

- 2.1 That the following Parent Governor Representative appointments be made to the Education PDS Committee for 2014/15 with voting rights:

- Ms Mylene Williams, Primary Parent Governor
- Mr Tony Wright-Jones, Secondary Parent Governor
- Mr Darren Jenkins, Special School Parent Governor

- 2.2 Mrs Mary Capon 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 2014/15 with voting rights;

- 2.3 The following Education PDS Co-opted Membership appointments be made to the Education PDS Committee for 2014/15 without voting rights:

- Mrs Alison Register as Pre-School Settings Representative
- Mrs Jo Brinkley as Head Teacher Representative
- Mr Adil Ghani 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: £373,410
 5. Source of funding: 2014/15 Revenue Budget
-

Staff

1. Number of staff (current and additional): There are 10 posts (8.75fte) 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 2014/15

- 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. Mrs Mary Capon will 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 2014, Ms Mylene Williams, Mr Tony Wright-Jones 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 Register has indicated that she is willing to serve a further term as the Pre-School Settings and Early Years Representative for a term of one year.
- 3.4 Mrs Jo Brinkley has indicated that she is willing to serve a further term as the Head Teacher Representative for a term of one year.
- 3.5 Bromley Youth Council has nominated Mr Adil Ghani as the representative for Young People on the Committee for a term of one year.

Role of Co-opted Members

- 3.6 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

This page is left intentionally blank

EDUCATION POLICY DEVELOPMENT AND SCRUTINY COMMITTEE

Minutes of the meeting held at 7.00 pm on 18 March 2014

Present:

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

Joan McConnell, Darren Jenkins and Alison Regester

Also Present:

Councillor Stephen Wells, Portfolio Holder for Education

Councillor Robert Evans

61 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Jo Brinkley, Dolores Bray-Ash, Father Owen Higgs, Janet Latinwo and Rachel Opadiran.

The Chairman noted that this was the final Education PDS Committee meeting of the 2013/14 municipal year and thanked all Members, Co-opted Members and Officers for their support to the Committee over the past year.

The Chairman advised Members that Father Owen Higgs would be resigning from the Education PDS Committee as of 1st May 2014 as he was leaving the Diocese of Rochester to take up the post of Vicar of St Gabriel's in Pimlico, and thanked him on behalf of the Members of the Education PDS Committee for the excellent contribution he had made to both the Education and the Children and Young People PDS Committees.

62 DECLARATIONS OF INTEREST

The Chairman reminded the Committee that the Declarations of Interest made at the meeting on 2nd July 2013 and 17th September 2013 were taken as read.

63 MINUTES OF THE EDUCATION PDS COMMITTEE MEETING HELD ON 30TH JANUARY 2014 AND MATTERS OUTSTANDING FROM PREVIOUS MEETINGS

The minutes of the meeting held on 30th January 2014 were agreed.

RESOLVED that the minutes of the meeting held on 30th January 2014 be agreed and that matters outstanding be noted.

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

No questions had been received.

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

No questions had been received.

66 PORTFOLIO HOLDER UPDATE

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

The need to create additional primary school places in the Borough had been identified as a priority, and the Local Authority continued to work with the Archdiocese of Southwark around the feasibility of establishing a new Catholic secondary school in the Borough.

The Local Authority had been notified it was to receive a substantial increase in Basic Need Capital Grant from the Department of Education over the next two years to fund capital improvements in schools across the Borough. A consultation was currently being undertaken on the proposed programme of funding, potentially totalling £42.3m for Bromley, and Members were advised that the grant received by the Local Authority would be shared between Local Authority Maintained schools and academy and free schools. A consultation exercise would be undertaken with schools to identify where the capital grant could best be spent, and Members and Co-opted Members were requested to nominate schools they felt would benefit from capital funding.

Members were advised that the new funding formula for the Dedicated Schools Grant was also likely to provide an increased level of funding for Bromley schools into the future. Currently at consultation stage with the Department for Education, the increased level of funding for all schools, including Local Authority Maintained schools and academy and free schools potentially totalled £19.1m for Bromley.

Consideration was being given to how the Phoenix Youth Centre, Hawes Lane and the Phoenix Centre, Masons Hill could work together more closely into the future. A Co-opted Member requested that any consultation that affected Early Years Provision not be undertaken over the summer period and that Early Years Providers be contacted via e-mail to ensure they received the consultation in good time to respond.

RESOLVED that the Portfolio Holder update be noted.

**A) UPDATE ON UNDER PERFORMING SCHOOLS - INCLUDING
UPDATE ON CATEGORISATION REPORT, RISK ANALYSIS
AND SUPPORT BEING PROVIDED TO SCHOOLS BY THE
LOCAL AUTHORITY**

Report ED14024

The Portfolio Holder for Education introduced a report that outlined the standards achieved in schools across Bromley during the academic year 2012-13, based on an analysis of recently published National Curriculum assessments and GCSE/GCE examination results from Summer 2013.

The overall percentage of pupils achieving a good level of development across all seven areas of learning at the Early Years Foundation Stage was 61% across all Bromley schools against a national average of 52%, with girls outperforming boys both locally and nationally. At the Early Years Foundation Stage, 39% of pupils in receipt of free school meals reached a good level of development, against 63% of pupils who did not receive free school meals, which was a gap of 24% against a national gap of 19%.

Across Key Stage 1 teacher assessments, Bromley's performance remained above the national average at all levels. At Level 2+, pupils who did not receive free school meals outperformed pupils in receipt of free school meals in all areas, however there was evidence of a slight improvement in the last year with an increase of 15% in reading, 20% in writing and 13% in mathematics for pupils in receipt of free school meals against respective national increases of 12%, 15% and 10%.

Overall Bromley's Key Stage 2 attainment results were consistently above the national average, but there remained a wide range of achievement across Bromley primary schools.

At Key Stage 4, the percentage of pupils gaining 5+ A*-C grades including English and mathematics who were eligible for free school meals in Bromley had improved at 48% compared with 76% of pupils who did not receive free school meals, which was a gap of 28% compared with a gap of 32% in the previous year and against a gap of 27% nationally. Although attainment in Bromley schools was generally above the national average, groups of pupils, particular those who were eligible for free school meals, did not make the desired rate of progress, and there were small but significant numbers of schools where sustainable improvement was not yet achieved. This remained a priority for Bromley schools.

In considering the report, the Chairman was concerned that although the standards achieved in schools across Bromley were generally higher than the national average, there continued to be a gap in attainment for pupils who were eligible for free school meals. The Chairman requested that more detailed information on the use of Pupil Premium by schools be provided to the next meeting of Education Budget Sub-Committee.

A Co-opted Member noted the gap in attainment for pupils who were eligible for free school meals at the Early Years Foundation Stage. It was hoped that the increase in free early education funding for two year olds would reduce the gap in attainment, and this should be supported by working to ensure early years provision across the Borough continued to be of the highest standard. In response to a question from a Member, the Head of Schools and Early Years Commissioning and Quality Assurance confirmed that work had previously been undertaken to track the early years settings of each pupil in Key Stage 1, however due to the small numbers involved at each school, results had proved inconclusive. It was confirmed that once free early education was expanded to 40% of two year olds, the possibility of tracking children would be revisited.

The take-up of free school meals was currently used to allocate Pupil Premium funding to schools, and a Member queried how this would be affected by the provision of free school meals to all pupils at Key Stage 1. The Head of Schools and Early Years Commissioning and Quality Assurance confirmed that the existing free school meal data held by schools would be used in 2014/15. To support this, schools had encouraged parents who might be eligible to apply for free school meals in advance of the January census date to ensure funding was maximised for 2014/15. The future mechanism for Pupil Premium funding had yet to be confirmed, but was likely to draw data from other information held by the Department for Work and Pensions.

The Vice-Chairman emphasised the need to focus on continuous improvement for all groups and requested that attainment figures for Local Authorities that were similar to Bromley be provided to the next meeting of Education Budget Sub-Committee for Members' consideration. Another Member underlined issues in reporting attainment for the small schools in the Borough, where the performance of an individual child could significantly affect the attainment data of the school. The Head of Schools and Early Years Commissioning and Quality Assurance confirmed that a wide range of information was taken into account when the Local Authority was considering if a school needed additional support

In considering the overview of Ofsted outcomes at Bromley Local Authority Maintained Schools, a Member queried the categorisation of two schools which had previously had 'Good' Ofsted judgements. The Head of Schools and Early Years Commissioning and Quality Assurance confirmed that the Local Authority had identified some concerns at Princes Plain and Southborough Primary Schools, and that targeted support was being provided to these schools to address the issues identified and support sustainable improvement.

RESOLVED that:

- 1) The annual report on the standards of attainment and progress in Bromley schools during 2012/13 be noted;**

- 2) **Ofsted outcomes for academies in Bromley be noted; and,**
- 3) **The update of Ofsted outcomes for Local Authority Maintained Schools in Bromley, including detail in respect of schools identified as underperforming, an outline of the Local Authority support and challenge provided and a rating of risk be noted.**

67 PORTFOLIO HOLDER PROPOSED DECISIONS

A) BASIC NEEDS PROVISION UPDATE (CAPITAL) INC UPDATE ON THE GLEBE EXPANSION

Report ED14028

The Portfolio Holder introduced a report providing an update on progress in delivering the Basic Need Programme, which supported the provision of sufficient school places through improvements to and expansion of Bromley schools, and to set out the forward programme for the period 2014-17. The report also outlined the current position of the expansion project at the Glebe School, and details of the proposed expenditure of Section 106 funding as part of the programme of improvements to and expansion of Bromley Schools. The Basic Need Programme was fully funded by the Department for Education Basic Need Capital Grant.

The updated list of schemes within the Basic Need Programme had been developed to meet the estimated increase in the number of reception age pupils in the Borough from September 2014 onwards. 'Bulge years' and permanent expansions were planned at a number of existing local schools to provide the required pupil places, which would be delivered through a combination of modular build and internal refurbishment.

A feasibility study was also being undertaken to support the expansion of the Glebe School to provide an additional two forms of entry for young people with Autism Spectrum Disorder. Options from the feasibility study would be reported to the Council's Executive at its meeting on 2nd April 2014, and approval would be sought to proceed to detailed design, planning submission and tender processes for the expansion, with the expectation of establishing an additional form of entry (8 pupils) at the Glebe School in September 2014, and a further form of entry in September 2015.

In considering the report, the Chairman noted that there had been a deed of variation to Section 106 funds related to the Blue Circle site development. The Head of Strategic Place Planning confirmed that a contribution of £500k would be made for education use, and that this would be provided in two payments of £250k. There was no longer a requirement for a contribution to be made to a dual use facility.

In response to a question from a Co-opted Member, the Head of Strategic Place Planning confirmed that there was lower than expected demand for the

additional places at the Glebe School for 2014/15, and that it was felt that one additional form of entry would be sufficient to meet demand for places.

RESOLVED that the Portfolio Holder be recommended to:

- 1) Approve the updated list of schemes within the Basic Need Capital Programme;**
- 2) Recommend the Council's Executive to release Section 106 funds for the projects set out in Appendix 2 to Report ED14028**
- 3) Agree the procurement and award of contract 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,**
- 4) Authorise the Executive Director: Education, Care and Health Services to submit planning applications at the appropriate time in respect of the list of schemes.**

**B) BROMLEY SEED CHALLENGE SCHEME - 2013/14
ALLOCATION OF FUND**

Report ED14031

The Portfolio Holder introduced a report setting out the proposed allocation of £300,000 that was available through the Bromley Seed Challenge Programme to support school-led capital projects at Local Authority maintained schools in the Borough. In line with local and national policy, in-year Seed Challenge allocations would be honoured at schools that subsequently converted to academy status. The Seed Challenge Programme was fully funded by the Department for Education Capital Maintenance Grant.

RESOLVED that the Portfolio Holder be recommended to:

- 1) Approve the list of schemes set out in Appendix 1 to Report ED14031;**
- 2) Note the historical bidding patterns and allocations of Seed Challenge Grant as set out in Appendix 2 to Report ED14031; and,**
- 3) Authorise the Executive Director: Education, Care and Health Services to submit planning applications at the appropriate time in respect of the schemes set out in Report ED14031 where required.**

**C) ASSET MANAGEMENT PLANNING: SCHOOLS PLANNED
MAINTENANCE & SUITABILITY PROGRAMME 2014-15**

Report ED14029

The Portfolio Holder introduced a report setting out the proposed 2014-15 Education Planned Maintenance and Suitability programmes, which were fully

funded by the Department for Education Capital Maintenance Grant. Bromley's allocation for 2014-15 was £1,808,711 of which £1,208,711 had been allocated to the Planned Maintenance Programme, £300,000 to the Seed Challenge Fund, £150,000 to the Security Fund and £150,000 to the Suitability Fund.

RESOLVED that the Portfolio Holder be recommended to:

- 1) Recommend the Council's Executive to approve the 2014/15 Schools Planned Maintenance and Suitability Programme.**
- 2) Recommend the Council's Executive to approve the list of schemes to be included in the 2014-15 Planned Maintenance Programme set out in Appendix 1 to Report ED14029;**
- 3) Authorise Officers to develop a Seed Challenge Programme for 2014-15 for future consideration by the Portfolio Holder for Education; and**
- 4) Authorise the Executive Director: Education, Care and Health Services to submit planning applications at the appropriate time in respect of the schemes set out in Report ED14029 where required.**

D) DRAWDOWN OF GOVERNMENT FUNDING FOR DELIVERING SPECIAL EDUCATIONAL NEEDS STATUTORY REFORMS ARISING FROM THE FAMILY & CHILDREN ACT 2014

Report ED14043

The Portfolio Holder introduced a report that outlined progress being made through the Special Educational Needs and Disability (SEND) Pathfinder Programme in trialling and testing Phase 2 of the reforms, and seeking approval for the release of Government funding held in the 2014/15 central contingency.

The SEND Pathfinder was developed in partnership with London Borough of Bexley to test areas within the Children and Families Bill, published on 5th February 2013, which aimed to take a more holistic approach to special educational needs and disability for children and young people in England. The Bromley and Bexley SEND Pathfinder had been asked to test the development and application of Education, Health and Care Plans for children and young people with complex needs from birth to 25 years, as well as areas including development of personal budgets, banded funding and preparing for adulthood (transition).

In December 2012, the London Boroughs of Bromley and Bexley were notified that further funding of £150k had been granted to take the SEND Pathfinder work forward until September 2014, in line with the timescales for the implementation of the new special educational needs reforms. During this

additional phase of the SEND Pathfinder programme, Education, Health and Care Plans would be scaled up for proposed full implementation for all new children and young people meeting the complex needs threshold in Pathfinder local authorities from 1st September 2013. Work would align with the current statutory SEN legislative processes around statements, which would cease to be produced from the 1st September 2014 when the Children and Families Act 2014 would be enacted and the Local Offer would come into effect.

Pathfinder funding of £240,000 had been released to the Local Authority by the Department for Education for Phase 1 (2011/12) and a further £165,000 was released for Phase 2 (2012/13). Conditions of use of the funding included repayment to the Department of Education if the funding provided was not used to deliver statutory responsibilities relating to the Children and Families Act 2014. It was now requested that the final amount of £381,937 be released from the Council's central contingency fund. This was Year 3 funding for the SEND Pathfinder and was likely to be the final year of funding.

In considering the report, a Member queried if the use of personal budgets was being progressed. The Head of SEN Services confirmed that work continued on developing personal budgets for education but that clarification was needed from the Department for Education on a number of issues before these could be introduced, such as person management in schools for services purchased through personal budgets. The final Code of Practice would be published in May 2014, which should provided additional clarity.

Another Member highlighted work being undertaken around transition planning and preparing for adulthood and requested that an update report be provided to the Education PDS Committee in September 2014.

RESOLVED that the Portfolio Holder be recommended to recommend the Council's Executive to approve the drawdown of £381,937 of Government funding held in the Council's central contingency fund for 2014/15.

68 EDUCATION INFORMATION ITEMS

The Information Briefing comprised four reports:

- Annual Update on Youth Services - 2013
- Update of the 2014/15 Education Portfolio Plan
- Achieving Two Year Olds Capital Allocation March 2014 Update
- Bromley Academy Programme Update

RESOLVED that the Information Briefing be noted.

69 CHANGES TO THE SYSTEM OF SCHOOL ORGANISATION

Report ED14027

The Committee considered a report providing an update on the new school organisation regulations that came into effect on 28th January 2014, and

outlining the impact of these on the delivery of the Local Authority's programme of school expansions.

The school organisation system provided the legal and policy framework that governed how schools were categorised, the process by which they could make significant changes to their size and characteristics, and the process by which new schools could be opened and Local Authority Maintained schools closed.

Following consultation undertaken during Autumn 2013, the Government announced new arrangements which significantly reduced the bureaucracy required for making changes to school organisation and gave greater freedom to Local Authority Maintained schools to make changes to the size or age range of their school without following a statutory process. The changes would also assist local authorities by reducing the time required to consult on school expansion. Local authorities would retain their overarching duty to ensure sufficient high quality school places, along with powers to propose changes to Local Authority Maintained schools where they felt it necessary to meet that duty.

In considering the report, a Member highlighted the importance of schools consulting with the parents and carers of their pupils and the local community when seeking to make a change to the organisation of their school. Another Member was also concerned that schools follow the appropriate decision making processes when seeking to make a change to the organisation of their school. The Chairman requested that a guidance note outlining the new processes be provided to Members of the Education PDS Committee following the meeting.

RESOLVED that:

- 1) The changes in arrangements with regard to consultation for changes to the organisation of schools be noted;**
- 2) The changes in arrangements under which schools could decide to expand without the need for statutory consultation as long as certain requirements were met be noted; and,**
- 3) The implications the changes to the system of school organisation would have on the delivery of the school expansion programme be noted.**

70 SUMMER BORN CHILDREN GUIDANCE & CURRENT POSITION

Report ED14025

The Committee considered a report setting out the issues, context and implications of policy regarding the admission of summer-born children to primary school.

Under current admissions arrangements, local authorities must make provision for admitting all children in the September following their fourth birthday, although parents could defer entry until the term in which a child reached compulsory school age (five years). The Admissions Code detailed the statutory guidelines with regard to the admission of children below compulsory school age, deferred entry to school, and admission outside of a child's age group, which was permissible in exceptional circumstances, such as where a child had missed part of a year due to ill health. The Department for Education had published non-statutory advice on the admission of summer-born children in July 2013 that set out three key principles. These comprised that school admissions authorities were required to provide for the admission of all children in the September following their fourth birthday but that flexibilities existed for children whose parents did not feel were ready to begin school, that school admissions authorities were responsible for making the decision on which year group a child should be admitted to but should make this decision based on the circumstances of the case, and that there was no statutory barrier to children being admitted outside their normal year group.

In Bromley, deferred entry to Reception was currently only considered on exceptional grounds and where supported by professional evidence. The decision on deferral was made on a case-by-case basis by each admission authority. Own admission authorities, such as academy schools, were advised to consult with the Local Authority to ensure that there was fairness in decision making across the Borough. Although the law did not specifically prescribe the year to which a child must be admitted, there was an expectation that children would be educated within their chronological age group. It was uncommon for children in Bromley to be educated outside their age cohort except in exceptional circumstances, such as ill health or a child having a statement of Special Educational Needs which determined deferral necessary to meet their individual learning needs. The Early Years curriculum was designed to meet the needs of all children across the age cohort, and schools and early years providers were equally expected to adhere to the required standards.

In considering the report, a Co-opted Member was concerned that parents of summer-born children did not appear to have a choice in when their child started school, with many parents feeling pressured for their child to start Reception in the September after their fourth birthday. The Interim Assistant Director: Education confirmed that it was possible for parents to defer their child's place and begin Reception later in the year. A Member noted that parents were not seeking to defer their child's start date to Reception, but to be free to apply for their child to join Reception in the September after their fifth birthday and benefit from a full year in Reception.

In considering the possibility for summer-born children to join Reception in the September after their fifth birthday, the Portfolio Holder for Education underlined the current high demand for primary school places and was concerned that further pressure might be placed on the number of school

places available through any move to defer the Reception start date of summer-born children. The Vice-Chairman was also concerned that if children were educated outside of their age cohort, it would impact their whole education.

A Member requested that more information be provided to Members of the Education PDS Committee on the science behind moves to request summer-born children started in Reception in the September after their fifth birthday. A Co-opted Member also requested that the Local Authority write to the Department for Education for clarification, and that guidance on the admission of summer-born children be provided to schools across the Borough

In summarising the debate, the Chairman noted that there were arguments for both retaining the existing system, which was supported by the statutory Admissions Code, and to introduce more flexibility for the admission of summer-born children.

The Vice-Chairman moved that no further action be taken at this time until there was a change to the statutory Admissions Code. Councillor David McBride seconded this motion.

Following a vote of 6-4, Members RESOLVED that no further action be taken at this time until there was a change to the statutory Admissions Code.

Councillor Kathy Bance MBE requested that her vote against the motion be recorded.

RESOLVED that:

- 1) The current position with regards to the administration of admissions for summer-born children be noted; and,**
- 2) The implications to the Local Authority to a change in the current admissions arrangements be noted.**

71 RECOMMENDATIONS FROM SCHOOL GOVERNANCE WORKING GROUP

Report ED14033

The Committee considered a report providing details of the outcomes and recommendations of the School Governance Working Group, which was reconvened by the Education PDS committee at its meeting on 30th January 2014 and had met on 27th February and 11th March 2014 to consider how the role of Local Authority Governors might be developed.

Following consideration, the School Governance Working Group had developed a number of proposals to support the role of the Local Authority Governor into the future, including recruitment, selection and training process

for Local Authority Governors, the development of best practice and work to promote the benefits of Local Authority Governors to academy schools.

In considering the report, the Chairman confirmed that it was proposed that a pool of high quality candidates be developed to allow Local Authority Governors to be matched with schools seeking a particular skill set. It was also hoped that this would help build the prestige of the important role of Local Authority Governors.

A Member underlined the value that Local Authority Governors, or other Governors that had strong links to the Local Authority, such as Members, added to Governing Bodies, and noted that Members should be encouraged to become Local Authority Governors where appropriate. The Chairman advised Members that Local Authority Officers had also been encouraged to apply to become Local Authority Governors.

The Vice-Chairman requested that an update be provided to the Education PDS Committee on implementing the recommendations of the School Governance Working Group in November 2014.

RESOLVED that the recommendations of the School Governance Working Group be endorsed, and that a further report on progress to implement the recommendations be provided to the meeting of Education PDS Committee on 5th November 2014.

72 ANNUAL REPORT OF THE EDUCATION PDS COMMITTEE

The Committee considered the annual report of the Education PDS Committee for 2013/14. It was noted that the annual report would be provided to the Executive and Resources PDS Committee on 27th March 2014 before submission to Full Council on 14th April 2014.

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

73 EDUCATION PDS PROGRAMME 2013/14

Report ED14021

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

The Chairman requested that a report providing an update on Free School Meals at Key Stage 1 be considered at the next meeting of the Education PDS Committee to be held on 2nd July 2014.

Members also requested that a report on transition planning and preparing for adulthood be reported to the Education PDS Committee at its meeting on 30th

September 2014, that a report providing an update on implementing the recommendations of the School Governance Working Group be reported to the Education PDS Committee at its meeting on 5th November 2014, and that a report providing an update on the development of the Pupil Referral Unit provision at Grovelands and the broader issue of education provision for pupils with social, emotional or behavioural difficulties be reported to the meeting of Education PDS Committee on 27th January 2015.

RESOLVED that the amended Education Programme 2013/14 be noted.

74 UPDATE ON THE BEHAVIOUR SERVICE AND PUPIL REFERRAL UNIT

Report ED14023

The Committee considered a report outlining developments within the Behaviour Service and Bromley Pupil Referral Unit.

In September 2013, an Interim Executive Board was established to replace the management committee of the Bromley Pupil Referral Unit, after a number of concerns were identified following a review of the provision. In December 2013, the Secretary of State for Education granted an academy order for the Bromley Pupil Referral Unit to become an alternative provision academy under the sponsorship of Bromley College of Further and Higher Education. Due diligence processes were now underway, and it was expected that the Bromley Alternative Provision Academy would open in September 2014.

The Respite Service offered a preventative function that worked with young people identified as having difficulty in managing their behaviour within mainstream school, and was judged by schools that commissioned places as being an effective service. The Behaviour Service offered a range of services comprising the Home and Hospital Tuition Service, which was included in the bundle of services currently being market tested, the Primary Behaviour Service and a management and administrative function. It was proposed to assimilate the Respite and Behaviour Services into the Bromley Alternative Provision Academy, which would become a hub for behaviour support services in Bromley to better support the full continuum of behaviour needs at an earlier stage and support more young people to remain in a mainstream setting. These proposals would affect a number of Local Authority staff and a consultation was currently being undertaken which would close on 11th April 2014.

In considering the report, the Chairman requested that a copy of the consultation document be provided to all Members of the Education PDS Committee.

In response to a question from a Member, the Interim Assistant Director: Education confirmed that it would be the responsibility of the Bromley Alternative Provision Academy to decide how behaviour services provision could best be delivered across the Borough in the future, which could include

use of other Bromley College of Further and Higher Education sites and provision to ensure pupils were offered a personalised curriculum. The means by which schools could refer pupils to the provision was currently being developed by Bromley College in partnership with the Local Authority and Fair Access Panel to ensure the right process was in place.

In response to a question from a Co-opted Member, the Interim Assistant Director: Education confirmed that Bromley College was working closely in partnership with the Local Authority around how the primary element of the Alternative Provision Academy should be delivered, and that consideration was being given as to how to pupils could best be supported back into mainstream education where appropriate. Bromley College of Further and Higher Education was also working to expand its alternative provision offer for 14-16 year olds to ensure a wide range of opportunities were available to students with a range of needs.

Members were advised that there would be cost implications for recharges of approximately £133k to the Local Authority, should the functions of Respite and Primary Behaviour Support services be integrated with the proposed Bromley Alternative Provision Academy, as Dedicated School Grant would no longer be used to contribute to the overheads and support costs of delivering these services in-house. The Chairman requested that a report detailing these cost implications be provided to a future meeting of the Education Budget Sub-Committee.

RESOLVED that:

- 1) The Secretary of State for Education's decision to grant an academy order for the Bromley Pupil Referral Unit to become an alternative provision academy sponsored by Bromley College of Further and Higher Education and to be known as Bromley Alternative Provision Academy be noted;**
- 2) Members' comments on the proposal to close the Respite and Primary Behaviour Support services, integrating the functions into the Pupil Referral Service, be noted; and,**
- 3) The cost implications of this proposal be noted.**

75 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.

**76 EXEMPT MINUTES OF THE EDUCATION PDS COMMITTEE
MEETING HELD ON 30TH JANUARY 2014**

RESOLVED that the exempt minutes of the Education PDS Committee meeting held on 30th January 2014 be agreed.

The Meeting ended at 9.40 pm

Chairman

This page is left intentionally blank

**EDUCATION
POLICY DEVELOPMENT AND SCRUTINY COMMITTEE**

Minutes of the meeting held at 7.58pm on 4th June 2014
following the annual meeting of the Council

Present:

Councillor Nicholas Bennett JP(Chairman)
Councillor Neil Reddin (Vice-Chairman)
Councillors Teresa Ball, Alan Collins, Mary Cooke, Judi Ellis,
Alexa Michael, Keith Onslow and Kathy Bance

1 APOLOGIES FOR ABSENCE

There were no apologies for absence.

2 PROPORTIONALITY

RESOLVED that seats on the Sub-Committee of the Education PDS Committee be allocated to political groups as follows:

Sub Committee	Size of Sub-Committee	Allocation		
		Conservative	Lab	UKIP
Education Budget Sub-Committee	6	5	1	0

3 APPOINTMENT OF SUB-COMMITTEE

RESOLVED that the following Sub-Committee be appointed for the ensuing Municipal Year, with membership as indicated:-

EDUCATION BUDGET SUB-COMMITTEE

	Councillors
1	Teresa Ball
2	Nicholas Bennett
3	Alan Collins
4	Judi Ellis
5	Neil Reddin
6	Kathy Bance

4 APPOINTMENT OF CHAIRMAN AND VICE-CHAIRMAN

RESOLVED that Councillor Neil Reddin be appointed as Chairman of the Education Budget Sub-Committee for the 2014/15 Municipal Year (the Vice-Chairman to be appointed at the first meeting).

The meeting finished at 7.59pm.

Chairman

Matters Outstanding from Previous Meetings

Minute Number/Title	Decision	Update	Action	Completion Date
23rd January 2013				
59 (d) Effective Governance (Role of the Local Authority)	That a School Governance Working Group be established to consider a range of issues around the governance arrangements of the Local Authority in the future.	Progress in implementing the recommendations of the School Governance Working Group would be reported to a future meeting of the Committee.	Assistant Director: Education	November 2014
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 2014
2nd July 2013				
4 Minutes of the Previous Meeting on 19th March 2013	That Members supported work to roll out a fully online admissions process for Primary applications in September 2013 and Secondary applications in September 2014.	Progress in moving to a fully online schools admissions process would be reported to a future meeting of the Committee	Assistant Director: Education	Underway
30th January 2014				
57 Education Programme 2013/4	That a further report providing an update on progress in strategies to target young people classified as being 'Not in Education, Employment or Training' be provided to Members of the Education PDS Committee in March 2015.	A further report would be reported to a future meeting of the Committee	Head of Bromley Youth Support Programme	March 2015

This page is left intentionally blank

Report No.
ED15057

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: **Education Policy Development and Scrutiny Committee**

Date: **2nd July 2014**

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

TITLE: UPDATE ON UNDER PERFORMING SCHOOLS

Contact Officer: Nina Newell, Head of Schools and Early Years Commissioning and Quality Assurance

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

Ward: Boroughwide

1. Reason for report

- 1.1 To provide an update on the schools identified as underperforming in the last report dated March 2014.
- 1.2 To provide an updated list of Ofsted outcomes and details from recent Ofsted visits. Plus any recent inspection activity if relevant.
- 1.3 To provide an overview of Local Authority Support and challenge to those schools considered to be underperforming.
- 1.4 To provide a RAG rating of risk

2. **RECOMMENDATION(S)**

- 2.1 **The Education Policy Development and Scrutiny Committee is asked to note the updated information provided in this report**

Corporate Policy

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

Financial

1. Cost of proposal: N/A
 2. Ongoing costs: N/A
 3. Budget head/performance centre: School Standards
 4. Total current budget for this head: £445,350
 5. Source of funding: The approved service budget is funded from Council Revenue and Dedicated Schools Grant.
-

Staff

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

Legal

1. Legal Requirement: Statutory requirement: The LA has a number of statutory duties to secure school improvement and to meet the statutory targets with respect to attainment of children and young people a duty of care to all children and young people in all Bromley schools
 2. Call-in: Not Applicable: No Executive Decision
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected) - 47,000 children and young people in 95 schools and other education settings (e.g. PRS).
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? N/A
2. Summary of Ward Councillors comments:

3. COMMENTARY

Ofsted Inspections

3.1 Since the last report in March 2014 there have been five further Ofsted Inspections and no Ofsted monitoring inspection visits (as at May 2014). The judgements are as follows:-

6 March 2014	St Olave's and St Saviour's – Outstanding
12 March 2014	Oaklands Primary School – Requires Improvement
19 March 2014	Bickley Primary School – Good
28 March 2014	Southborough Primary School – Requires Improvement
14 May 2014	Edgebury Primary School – Good

Ofsted Outcomes

3.2 A list of Ofsted outcomes for Bromley Academies is attached at **Appendix 1**.

OVERVIEW

LA Categorisation and Support

3.3 **Appendix 2** details all current outcomes in Bromley maintained schools, detailing any subsequent visits. It also provides information in respect of the challenge and support provided to all maintained schools by the Local Authority. Risk has been assessed in line with the categorisation process outlined in a previous reports together with recent inspection reports and HMI follow up visits plus local school intelligence.

3.4 The support and challenge provided to schools is co-ordinated using a combination of the Local Authority staff team, externally commissioned consultants and brokered school to school support. Where head teachers are reluctant to engage with the support available from the Local Authority, challenge is provided by the Head of Schools and Early Years, and where necessary the Assistant Director Education or Director of Education Health and Care Services.

3.5 The detailed process of categorisation will be undertaken again In August 2014, when updated data will be available from this year's tests and assessments.

3.6 A detailed analysis of the categorisation of schools, outlining the process used, the support to be provided and detailed risk analysis will subsequently be reported to the Education Policy Development and Scrutiny Committee.

4. POLICY IMPLICATIONS

4.1 The Education Portfolio Plan highlights as a main aim promoting educational opportunity in the borough, ensuring all families have a choice of good and outstanding schools.

5. LEGAL IMPLICATIONS

5.1 The Council has a statutory duty to provide support and challenge to schools (Education and Inspection Act 2006) in order to raise attainment and to intervene in schools causing concern.

Non-Applicable Sections:	Personnel Implications, Financial Implications
Background Documents: (Access via Contact Officer)	Education Portfolio Plan

This page is left intentionally blank

Overview of Bromley LA Maintained Schools

School	Ofsted Outcome	Date of Inspection	Key Issues from Inspection		Comment	RAG
Bickley Primary	Good	Mar-14			No issues - light touch . School able to access training for subject leaders, moderation and Governors. 2014 Moderation of EYFS and KS1.	DG
Blenheim Primary	RI	Nov-12	Ensure that pupils' achievement in English and mathematics, especially in KS2 is consistently good from year to year; improve the quality of teaching and learning in KS1 and KS2 so that it is at least consistently good; strengthen leadership and management at all levels.	MV1 - 17.4.13	Targetted support. Ofsted Monitoring Visit judged that senior leaders and governors are taking effective action to tackle the areas requiring improvement. New HT September 2013 - previously Acting HT of Grays Farm. Support offered by NLE from EYELA to be co-ordinated by LA, LA team to continue to offer support and challenge. HT attends new HT forum. 2014 Moderation of EYFS and KS1.	A
Bromley Road Infant	RI	Feb-13	Increase the proportion of good / better teaching; raise achievement by end of Y2; ensure leaders and governors evaluate the success of initiatives to secure improvement and the effectiveness of the school's work by focusing sharply on their impact on raising pupils academic standards.	MV1 - 17.6.13	Targetted support. Ofsted Monitoring Visit judged that senior leaders and governors are taking effective action to tackle the areas requiring improvement. Being supported by LA and by an NLE from EYELA. Converting to primary school in September 2014. Moderation 2014 for EYFS and KS1.	A
Burnt Ash Primary	Good	Sep-13			No issues - Support provided until inspection in September. Now light touch support. School able to access training for subject leaders, moderation and Governors. 2014 Moderation of KS2 Writing.	DG
Chelsfield Primary	Good	Sep-12			LA review carried out in March 2014. Some support being provided. 2014 Moderation of KS1.	LG
Chislehurst Primary	Good	Feb-14			No issues - light touch support. School able to access training for subject leaders, moderation and Governors. 2014 Moderation of KS1.	DG
Churchfields Primary	RI	Nov-13	Improve teaching so that all is at least good; Raise attainment and increase the rate of progress, particularly in mathematics	MV1 - 10.2.14	Targetted support. Ofsted Monitoring Visit judged that senior leaders and governors are taking effective action to tackle the areas requiring improvement. LA team providing support and challenge. 2014 Moderation of KS2 Writing.	A
Clare House Primary	Good	May-12			No major concerns. Acting HT John Budden recently appointed as substantive HT. LA supported interview process. LA review of teaching and learning to be carried out during Summer Term 2014. School able to access training for subject leaders, moderation , Governors and new HT forum. 2014 Moderation of KS1.	LG

School	Ofsted Outcome	Date of Inspection	Key Issues from Inspection		Comment	RAG
Cudham Primary	Good	Nov-09			LA review carried out last term. Some specific support provided as a result. 2014 EYFS Moderation.	LG
Darrick Wood Junior	Good	Oct-12			No Issues. HT appointment now permanent. Light touch. School able to access training for subject leaders and governors, also new HT Forum available	LG
Dorset Road Infant	Good	Mar-11			No issues - light touch support. School able to access training for subject leaders, moderation and governors. Expected to convert as part of a MAT with Mead Road Infants and Pratts Bottom Primary in September 2014. 2014 moderation of EYFS and KS1.	LG
Downe Primary	Good	Oct-11			LA review to be carried out due to data analysis.	LG
Edgebury Primary	Good	May-14			Light touch support following recent Ofsted inspection. School able to access central training for subject leaders, moderation and Governors. 2014 moderation of KS1.	LG
Hawes Down Infant	Good	Jan-14			New HT September 2013. Recent Ofsted inspection judged the school Good. No Issues - light touch support. School able to access New HT forum and training for subject leaders, moderation and governance. HT attends new HT forum. Intending to convert to academy as part of a MAT with Langley Girls and Hawes Down Junior.	LG
Hawes Down Junior	RI	Jan-13	Improve the quality of teaching and learning so that it is consistently good or better; accelerate the progress of all groups of pupils in reading, writing and mathematics; strengthen leadership and management at all levels	MV1 - 6.6.13	Targetted support. Ofsted Monitoring Visit judged that senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. LA team has provided support and challenge. Good progress has been made and LA support has been reduced. Intending to convert to academy as part of a MAT with Langley Girls and Hawes Down Infants.	LG
Holy Innocents	RI	Sep-13	Improve the quality of teaching to ensure that pupils make rapid progress across all year groups; Improve leadership and governance	MV1 - 10.12.13	Targetted support. Recent HMI visit considered that the school was not taking effective action. Continued intensive support and challenge from LA team, and NLE from Catholic Diocese - Deirdre Wright from St Vincent's. Moving to academy status as part of Catholic Schools MAT, date to be confirmed. 2014 moderation of EYFS.	R
James Dixon Primary	Good	Feb-13			No issues - light touch support. School able to access training for subject leaders, moderation and Governors.	LG

Overview of Bromley LA Maintained Schools

School	Ofsted Outcome	Date of Inspection	Key Issues from Inspection		Comment	RAG
Leesons Primary	Good	Feb-12			Not receiving targetted support but will be offered a school review. DHT moved to headship at Poverest in September 2013. New DHT appointed from Easter 2014. Exploring academy options. 2014 moderation of KS2 Writing.	LG
Marian Vian Primary	Good	Jun-12			No issues - light touch support. School able to access training for subject leaders, moderation and Governors.	LG
Mead Road Infants	Outstanding	Mar-09			No issues - light touch support. School able to access training for subject leaders, moderation and Governors. Expected to convert as part of a MAT with Dorset Road Infants and Pratts Bottom Primary in September 2014. 2014 moderation of KS1.	LG
Midfield Primary	Good	Dec-13			Light touch support. New Head September 2012. School able to access training for subject leaders, moderation and governance. New HT forum.	LG
Mottingham Primary	Good	May-11			Light touch. Some EYFS support provided. 2014 moderation of KS2 Writing.	LG
Oak Lodge Primary	Good	Sep-13			Light touch - no concerns. New HT September 2013. HT attends new HT forum. Can access training for subject Leaders and governors. 2014 moderation of EYFS.	LG
Oaklands Primary	RI	Mar-14	Improve teaching, particularly in Years 3 to 6, so that it is at least good; raise standards and strengthen pupils' achievement, particularly in years 3 to 6; strengthen leadership and management.		Receiving targetted LA support and NLE support from the HT of Pickhurst Junior School.	A
Poverest Primary	RI	Jan-13	Raise attainment and improve rates of progress, especially in mathematics, through making teaching consistently good; improve leadership and management by ensuring that pupils' progress is tracked thoroughly.	MV1 - 18.4.13	Targetted support .Ofsted Monitoring Visit judged that senior leaders and governors are taking effective action to tackle the areas requiring improvement. New HT September 2013. Being supported by LA and NLE from EYELA. HT attends new HT forum. 2014 Moderation for KS2 Writing.	A
Pratts Bottom Primary	Good	Feb-11			Light touch. No issues. Can access training for subject leaders and governors. Expected to convert as part of a MAT with Dorset Road Infants and Mead Road Infants in September 2014. 2014 moderation of KS2 Writing.	LG

School	Ofsted Outcome	Date of Inspection	Key Issues from Inspection		Comment	RAG
Princes Plain Primary	Good	Nov-11			Targetted support. HT retiring Summer 2014. The school governing body has appointed an NLE. The LA team continues to provide support and challenge. 2014 moderation of KS1.	R
Red Hill Primary	Good	Sep-11			Light touch. New HT September 2013. HT attends new HT forum.	LG
Southborough Primary	RI	Mar-14	Improve quality of teaching and learning so that it is consistently good or better in order boost pupils' progress; raise levels of achievement, especially in writing; improve the effectiveness of leaders and managers.		Targetted support. LA continues to provide support and challenge. Awaiting HMI monitoring visit	R
St Anthony's Primary	RI	Oct-13	Improve teaching so that it is consistently good or better, especially in lower KS2; Improve leadership and management	MV1 - 10.1.14	Targetted support. Ofsted monitoring visit in January 2014 judged the school and governors are taking effective action. Support is being provided by the LA + catholic diocese LLE. Exploring academy conversion as part of the catholic schools MAT, date to be confirmed. Overall good progress is being made. 2014 moderation of EYFS.	A
St George's Primary	RI	Feb-13	Raise the quality of teaching, so pupils in all classes make good progress; make sure that the school's new systems result in improved teaching and achievement.	MV1 - 23.5.13	Targetted support. Ofsted Monitoring Visit judged that Senior leaders and governors are taking effective action to tackle the areas requiring improvement. Receiving support from the LA team. An external review which took place on 5th Feb has judged that the school would achieve good in all areas if inspected. LA support has been reduced - school awaiting inspection	LG
St Joseph's RC Primary	Good	Oct-10			No issues. Moving to academy status as part of catholic schools MAT - April 2014. 2014 moderation of KS1.	LG
St Mark's Primary	Good	Feb-14			Good recent Ofsted outcome. Light touch support including training for subject leaders, moderation and governance	LG
St Mary Cray Primary	RI	Jun-13	Improve the quality of teaching so that is consistently good; Raise attainment in reading and writing, especially in Key Stage 2; Improve the effectiveness of leadership and management	MV1- 27.9.13	Intensive support. Ofsted Monitoring Visit judged that senior leaders and governors are not taking effective action to tackle the areas requiring improvement. School being supported by RAPT (Realise Academy Partnership Trust). SEN review being undertaken by LA. Hayes Primary HT has been acting HT. Approval has been given for Hayes to sponsor St Mary Cray, and conversion under this arrangement is planned for September 2014. 2014 moderation of EYFS.	R

School	Ofsted Outcome	Date of Inspection	Key Issues from Inspection		Comment	RAG
St Mary's RC Primary	Good	Dec-13			Light touch. No issues. Converting to academy status as part of catholic schools MAT, date to be confirmed. 2014 moderation of EYFS and KS1.	LG
St Paul's Cray Primary	RI	Nov-13	Improve the quality of teaching so that it is consistently good or better; • Raise standards and ensure that all pupils make rapid progress to catch up; • Ensure that leaders and managers build imaginative, inspiring and motivating teaching and learning experiences into the curriculum; provide more opportunities for teachers to share good practice; set tight deadlines for checking on the impact of actions to accelerate the pace of improvement	MV1-16.1.14	Targetted support. Ofsted monitoring visit in January 2014 judged the school and governors are taking effective action. LA providing support and challenge. Progressing well. 2014 moderation of KS1.	A
St Peter and St Paul	RI	Oct-13	Improve teaching across the school so that pupils' progress is consistently good; Raise standards and strengthen achievement, so that more pupils make accelerated progress; mprove the leadership and management of the school, including the ability of governors to provide challenge	MV1-15.1.14	Targetted support. Ofsted monitoring visit in January 2014 judged the school and governors are taking effective action. Being supported by LA team and LLE from Catholic Diocese - Isobel Vassallo from St Mary's RC. Moving to academy status as part of catholic schools MAT - date to be confirmed.	A
St Philomena's RC Primary	Good	May '10			Light touch. Moving to academy status as part of catholic schools MAT - date to be confirmed. 2014 moderation of EYFS and KS1.	LG
St Vincent's RC Primary	Outstanding	Apr-07			Light touch. Moving to academy status as part of catholic schools MAT - date to be confirmed. HT supporting Holy Innocents. 2014 moderation of KS2 Writing.	LG
The Highway Primary	Good	Jan-09			No issues - light touch support. School able to access training for subject leaders, moderation and Governors.	LG
Unicorn Primary	Good	Jul-13			No issues - light touch support. School able to access training for subject leaders, moderation and Governors.	DG
Wickham Common Primary	Good	Nov-13			No issues - light touch support. School able to access training for subject leaders, moderation and Governors. 2014 moderation of EYFS.	DG

School	Ofsted Outcome	Date of Inspection	Key Issues from Inspection		Comment	RAG
Worsley Bridge Primary	Good	Jan-13			Converted to Primary School in September 2013. HT providing support to Acting HT of Grovelands. 2014 Moderation of EYFS and KS2 Writing.	LG
Secondary Schools						
St Olaves	Outstanding	Mar-14			High standards. No issues re achievement. Academy status - 'on hold'.	DG
Special Schools						
Glebe	Outstanding	May-10				DG
Marjorie McClure	Good	May-11				LG
Riverside	Good	Nov-11				LG
Burwood	RI	Jun-13	Make sure all staff apply policies and procedures consistently so as to improve behaviour over time and reduce the number of days students are excluded for short periods of time because of poor behaviour; Improve the quality of teaching and learning		Support provided, making good progress to address issues.	A

Key

DG	No concerns
LG	No real concerns - monitor data
A	Receiving targetted support - good progress
R	Receiving intensive/targetted support - progress still required

Ofsted Inspection Outcomes for Bromley Academy Schools

School	Ofsted Outcome	Date	Comment
Primary Schools			
Alexandra Infant School	Outstanding	May-11	HT is an NLE (National Leader of Education) and member of EYELA with Pickhurst Infants supporting 4 Bromley maintained schools . 2014 Moderation cycle - EYFS.
Alexandra Junior School	Good	Nov-12	
Balgowan Primary School	Good	Mar '13	HT is an LLE (Local Leader of Education). 2014 Moderation cycle - EYFS and KS2 Writing.
Biggin Hill Primary School	Inadequate	May '13	Being supported by Charles Darwin School . 2014 Moderation cycle -EYFS.
Castlecombe Primary	Good	Nov '11	New HT from September 2013
Crofton Infant School	Good	Oct '10	Ofsted Interim Assessment Statement 28/3/14 – school will not be re-inspected until at least Summer 2015. (Crofton Schools Academy Trust)
Crofton Junior School	Good	Nov '13	2014 Moderation cycle - KS2 Writing. (Crofton Schools Academy Trust)
Darrick Wood Infant School	Outstanding	Nov '09	2014 Moderation cycle - EYFS
Farnborough Primary School	Outstanding	Nov-12	HT is an NLE. 2014 Moderation cycle – EYFS and KS1
Grays Farm Primary School	Special Measures	Jun '12	New HT from September 2013, sponsored academy with Kemnal Technology College
Green St Green Primary	Outstanding	May '09	New HT from September 2013. 2014 Moderation cycle – KS2 Writing.
Harris Primary Academy, Crystal Palace (Malcolm)	Special Measures	Oct '12	
Harris Primary Academy, Kent House (Royston)	Special Measures	Mar '12	New HT from September 2013
Hayes Primary School	Good	Mar '13	Part of RAPT (Realise Academy Partnership Trust) supporting 1 Bromley maintained school. 2014 Moderation cycle – EYFS.. HT supporting St Mary Cray Primary School.
Highfield Infant School	Outstanding	Jan '08	HT supporting LA with New Headteacher Induction Programme
Highfield Junior School	Outstanding	Jan-09	Ann Golding , HT of Highfield Infants, appointed as substantive HT February 2014. 2014 Moderation cycle - KS2 Writing
Hillside Primary School	Satisfactory	Jun '12	New HT September 2013 (former HT of Castlecombe Primary); sponsored academy with The Priory
Keston Primary School	Outstanding	Jun '09	Converted to an academy 1.4.14 with Aquinas (Bishop Justus and Parish). 2014 Moderation cycle – EYFS.

School	Ofsted Outcome	Date	Comment
Manor Oak Primary School	Good	Feb-13	HT is an LLE
Parish Primary School	Outstanding	Nov '11	Part of Aquinas Trust with Bishop Justus School. 2014 Moderation Cycle – EYFS and KS2 Writing.
Perry Hall Primary School	Outstanding	Nov-11	HT is an NLE
Pickhurst Infant School	Outstanding	Nov '07	HT is an NLE. Member EYELA with Alexandra Infant School supporting 4 Bromley maintained schools. Also linked to RAPT.
Pickhurst Junior School	Outstanding	Jul '11	HT is an NLE supporting Oaklands Primary School.
Raglan Primary School	Good	Jun'10	2014 Moderation Cycle – KS2.
Scotts Park Primary School	Requires Improvement	Jun '13	Converted to an academy 1.4.14 with 21 st Century Education (The Ravensbourne) . 2014 Moderation cycle – KS2 Writing.
Stewart Fleming Primary (The Pioneer Academy)	Good	Jun '11	HT is an LLE. Supporting St John's CE Primary School. Ofsted Interim Assessment Statement 28/3/14 – school will not be re-inspected until at least Summer 2015.
St James RC Primary	Outstanding	Sep '07	HT is an LLE supporting St Anthony's RC Primary School. 2014 Moderation cycle – KS2 Writing .
St John's CE Primary	Inadequate	Dec '12	Converted to academy 1.4.14 with Rochester Diocese. 2014 Moderation cycle – EYFS.
Tubbenden Primary School	Good	Mar '13	New HT from September 2013. 2014 Moderation cycle – EYFS.
Valley Primary School	Outstanding	Dec '08	HT is an LLE.
Warren Road Primary School	Outstanding	Mar '08	Teaching School
Secondary Schools			
Beaverwood School	Good	Feb '13	HT is an NLE. Part of RAPT (Realise Academy Partnership Trust) supporting 1 Bromley maintained school
Bishop Justus School	Good	May '12	Part of Aquinas Trust . An approved academy sponsor, considering sponsorship arrangements.
Bullers Wood School	Outstanding	May '11	HT is an NLE.
Charles Darwin School	Good	Oct '13	Sponsor of Biggin Hill Primary School
Coopers Technology College	Good	Jan '14	
Darrick Wood School	Outstanding	Apr '09	HT is an NLE. Part of RAPT

School	Ofsted Outcome	Date	Comment
Harris Academy Beckenham (Kelsey Park)	Satisfactory	Dec '10	
Harris Academy Bromley (Cator Park)	Good	Dec '13	
Hayes School	Outstanding	Jun '13	HT is an NLE. Part of RAPT (Realise Academy Partnership Trust) supporting 1 Bromley maintained school.
Kemnal Technology College	Good	Jun '13	HT is an NLE. Sponsor of Grays Farm Primary School
Langley Park School for Boys	Outstanding	Oct '06	New HT from September 2013
Langley Park School for Girls	Good	Apr '12	
Newstead Wood School	Outstanding	May '10	New HT January 2014
Ravens Wood School	RI	Jun '13	
The Priory School	Good	Jan '12	Sponsor of Hillside Primary School
The Ravensbourne School	Good	Jan '10	Set up Education for the 21 st Century Trust and is exploring MAT arrangements in the borough. Scotts Park is about to join the Trust.

This page is left intentionally blank

Report No.
ED15068

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 Wednesday 2 July 2014

Decision Type: Non-Urgent Executive Non Key

Title: **SPEECH & LANGUAGE THERAPY FOR CHILDREN WITH SEN - CONTRACT EXTENSION**

Contact Officer: Hilary Rogers, Service Manager (Joint Commissioning) Commissioning & Partnerships
Tel: 020 8464 3333 x 3059 E-mail: hilary.rogers@bromley.gov.uk

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

Ward: (All Wards);

1. Reason for report

- 1.1 In November 2013 Members approved a proposal to pass funding for speech and language therapy and occupational therapy directly to the small number of special schools and schools with units where LB Bromley had previously commissioned that therapy of their behalf, thus reducing the commissioning responsibility for these services within LB Bromley.
 - 1.2 In light of changes to schools funding legislation, further detailed work is required to determine whether this change can be successfully implemented within the preferred timescale and within the requirements of the new legislation.
 - 1.3 This report therefore seeks permission to extend the current contracting arrangements that LB Bromley has in place with Bromley Healthcare CIC for speech and language therapy and occupational therapy, allowing a further period for this detailed work to be undertaken..
-

2. **RECOMMENDATION(S)**

- 2.1 Members of the Education Policy Development and Scrutiny Committee are asked to note and comment on this report prior to consideration by the Portfolio Holder
- 2.2 The Education Portfolio Holder is asked to agree to a waiver of Financial Regulations to enable a new contract for speech and language therapy and occupational therapy to be put in place for a period of one academic year from 1 September 2014 to 31 July 2015.

Corporate Policy

1. Policy Status: : Existing Policy - Education Portfolio Plan for 2014
Ensure that children and young people with SEN have good outcomes
 2. BBB Priority:: Children & young people enjoy learning and achieve their full potential,
Ensure the health and well being of children and young people and their families
-

Financial

1. Cost of proposal: £300,000
 2. Ongoing costs:: Not Applicable
 3. Budget head/performance centre: SEN & Inclusion
 4. Total current budget for this head: £303,320
 5. Source of funding: DSG
-

Staff

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

Legal

1. Legal Requirement: Statutory Requirement : Education Act 1996, Children Act 2002:
 2. Call-in: Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): Approximately 200 pupils benefit from the existing Council therapy arrangements
-

Ward Councillor Views

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

3. COMMENTARY

- 3.1 The Council has, in partnership with Bromley Clinical Commissioning Group (CCG), been commissioning speech and language therapy and occupational therapy for pupils in special schools and for pupils in schools with unit provision and for the Inclusion Support Service (ISS) for a number of years. The provider of this service is Bromley Healthcare CiC.
- 3.2 In November 2013 the Portfolio Holder approved a request to pass funding for most of this provision directly to the schools, thus enabling the individual schools to make their own delivery arrangements for this service, with a start date of September 2014.
- 3.3 This proposal was underwritten on the prevailing intelligence in relation to School Funding Reforms. It has subsequently come to light that it may not be feasible to undertake this transfer in the way envisaged. Further work is now required to establish the funding model which will prevent any changes happening within the original timescale. Given the nature of the services it would not be practical to effect a change during the academic year and so any future model will not be able to be implemented until the end of the school academic year 2014/15.
- 3.4 The existing contract for the provision of these therapies ceases on 31 July 2014. The contract is currently awarded to Bromley Healthcare CIC(BHC) and for the period 2013/14 had an annual value of £290,284
- 3.5 The Council has had a contract with Bromley Healthcare, or their predecessor, for at least 4 years with previous authorisations obtained from the Portfolio Holder for award of contract by exemption and/or extension.
- 3.6 As the current contract with Bromley Healthcare for the delivery of these services is due to end on 31 July 2014 the Education Portfolio Holder is requested to approve a further exemption and award a new one year contract to Bromley Healthcare CIC in order to ensure that adequate speech and language therapy and occupation therapy is made available in Bromley's special schools, schools with units and for the Inclusion Support Service, pending the final details of the future funding model being agreed and implemented.

4. POLICY IMPLICATIONS

- 4.1 Education Portfolio Plan for 2014 identifies a key objective as being to ensure that all children and young people with SEN have good outcomes. These outcomes are dependent upon an adequate level of therapy input within a school environment which enables their access to the curriculum.

5. FINANCIAL IMPLICATIONS

- 5.1 Costs of the extension of the contract will be contained within existing budget resources.
- 5.2 The cumulative value of all contracts with Bromley Healthcare CIC for the purpose of therapy provision into Bromley Schools was £1,116k for the period April 2010 to July 2014.

6. LEGAL IMPLICATIONS

- 6.1 The request for an exemption from competitive tendering is in line with Section 3.1 of the Contract Procedure Rules subject to appropriate authorisation as specified in 13.1 of the Contract Procedure Rules. Any exemption over £100k needs to be approved by the relevant Portfolio Holder.

Non-Applicable Sections:	Personnel Implications
Background Documents: (Access via Contact Officer)	Report to Education PDS 12 November 2013 Speech and Language therapy for Children with Special Educational Needs – Gateway Review

Report No.
ED15067

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 Wednesday 2 July 2014

Decision Type: Non-Urgent Executive Non-Key

Title: FREE SCHOOL MEALS UPDATE

Contact Officer: Robert Bollen, Head of Strategic Pupil Place Planning
Tel: 020 8313 4697 E-mail: robert.bollen@bromley.gov.uk

Jane Bailey, Interim Assistant Director: Education
Tel: 020 8313 4146 E-mail: jane.bailey@bromley.gov.uk

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

Ward: (All Wards);

1. Reason for report

- 1.1 To update Members on progress made within Bromley schools with regards the implementation of the Free School Meals for Infants programme.

2. **RECOMMENDATION(S)**

- 2.1 That Members note the progress of Bromley Schools in introducing Universal Free School Meals for infant age pupils from September 2014.
- 2.2 That Members note the additional support provided via Basic Need Capital Grant to school kitchens in those schools that are both permanently expanding and have to implement Universal Infant Free School Meals.
- 2.3 That Members note that works to address the insufficiencies identified funded by the Universal Infant Free School Meal Capital Grant will be delivered either through direct grants to schools or through the award of contracts to undertake a programme of kitchen works at Bromley schools.
- 2.4 The Portfolio Holder agrees to the allocation of the £386,780 Universal Infant Free School Meal Capital Grant to schools based on the outcome of the specialist consultant's reports on school kitchen sufficiency. This capital grant will be targeted at infrastructure improvements that currently restrict the capacity of school kitchens to deliver school meals.

Corporate Policy

1. Policy Status: New Policy:
 2. BBB Priority: Children and Young People
-

Financial

1. Cost of proposal: Estimated Cost No Cost Not Applicable: Further Details
 2. Ongoing costs: Recurring Cost Non-Recurring Cost Not Applicable: Further Details
 3. Budget head/performance centre: Education Capital Programme
 4. Total current budget for this head: ££387k
 5. Source of funding: Specific Government Grant
-

Staff

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

Legal

1. Legal Requirement: The Education Act 1996 Section 512 as and when amendments are put in place by the Children and Families Act 2014
 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

- 3.1 On 17 September 2013 the Government announced that all KS1 pupils in state funded schools would receive free school lunch from September 2014. The Government has since clarified that the Children and Families Bill will place a legal duty on state-funded schools in England, including academies and free schools, to offer a free school lunch to all KS1 pupils from September 2014.
- 3.2 Following its announcements the Government has published detailed arrangements covering revenue and capital funding that deals with the implementation of the new policy.

Revenue Funding

- 3.3 On 5 December 2013, the Government announced that it will be making available revenue funding of £450 million in 2014/2015 and £635 million in 2015/2016 to support the extension of Free School Meals.
- 3.4 Schools will receive revenue funding at a unit rate of £2.30 for each meal taken by pupils who will become newly eligible for a free school meal as a result of the new policy. Schools are expected to continue to fund meals for pupils eligible for FSMs under the existing criteria in the same way that they do currently.
- 3.5 Schools will be notified of their provisional full year revenue funding allocation for the 2014 to 2015 academic year in June 2014. The allocation will be based on pupil data from the January 2014 Schools Census as well as the assumptions that 87% of newly eligible pupils will take meals and that they will take 190 school meals in the course of a full academic year.
- 3.6 The Government has also announced £22.5m transitional funding for small schools with less than 150 pupils. This will provide an additional £3,000 to all eligible small schools plus a multiplier based on pupil numbers and school size.

Capital Funding

- 3.7 On 18 December 2013 the Government announced £150 million capital fund for 2014-15 to ensure that schools can build new kitchens or increase dining capacity where necessary.
- 3.8 The Council has employed a consultant to undertake a sufficiency audit of maintained and VA school kitchens. This audit excludes kitchens at schools permanently expanding as part of the school Basic Need Programme. The aim of the audit is to identify and prioritise kitchens that require capital investment. The report is due during June 2014 and officers are working with the Bromley Primary Consortium Group and individual schools to agree capital allocations.
- 3.9 All Bromley Primary Schools have kitchens capable of providing a hot meal. The £386,780 Universal Infant Free School Meal Capital Grant is to be utilised to address significant issues with school kitchen sufficiency and infrastructure. Schools are expected to purchase additional equipment that is required to ensure they can deliver infant free school meals to all eligible pupils in September. It is expected that equipment will be purchased through the pass through in existing catering contracts and the difference between the current price of a school meal in Bromley and the additional revenue per meal received by Government.

4. POLICY IMPLICATIONS

- 4.1 The Government announcement means that from September 2014 a free school meal must be offered to all Bromley pupils of infant age. The local authority is responsible for supporting schools in ensuring that kitchens are capable of delivering a school meal for all infant pupils.

5. FINANCIAL IMPLICATIONS

- 5.1 Bromley has received a capital allocation of £387k to support maintained school in delivering this new initiative through kitchen improvements. Although additional revenue funding for schools has been announced at a rate of £2.30 for each addition pupil taking up a free school meal the actual funding to be received by Bromley school has not yet been announced.

6. LEGAL IMPLICATIONS

- 6.1 The Children and Families Bill will place a legal duty by inserting new provisions in the Education Act 1996 on state-funded schools in England, including academies and free schools, to offer a free school lunch to all pupils in reception, year 1 and year 2 from September 2014.

Non-Applicable Sections:	[List non-applicable sections here]
Background Documents: (Access via Contact Officer)	Report No.ED14014 - GOVERNMENT PROPOSAL FOR FREE SCHOOL LUNCHESES FOR KEY STAGE 1- IMPLICATIONS FOR THE LOCAL AUTHORITY AND SCHOOLS

Report No.
ES14062

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: EXECUTIVE

For Pre Decision Scrutiny by:

**Care Services Policy Development and Scrutiny Committee on
26th June 2014**

**Education Policy Development And Scrutiny Committee on
Wednesday 2nd July 2014**

Date: 16th July 2014

Decision Type: Non-Urgent Executive Key

Title: TRANSPORT GATEWAY REVIEW

Contact Officer: Dan Jones, Assistant Director Street Scene and Green Space
Tel: 0208 313 4211 E-mail: Dan.Jones@bromley.gov.uk

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

Ward: (All Wards);

1. Reason for report

- 1.1. The report follows the Executive report Adult Social Care – Gateway Review (report no. CS13/017) and the Executive endorsed Commissioning Programme (Report No. DRR13/043), of which Transport was one of the ten services to be reviewed. This report is part of the agreed Gateway Process for determining the best method for the delivery of these services in accordance with the Council's Target Operating Model.
- 1.2. The current Passenger Transport Framework Agreement, utilised by Bromley for the delivery of transport by the Special Educational Needs Transport (SENT) team, is due to expire in August 2015. The current vehicle hire agreement for the delivery of the Passenger Transport Services (PTS) has been extended to November 2015. The combined delivery of these two services after August 2015 needs to be market tested to ascertain if significant costs savings can be realised by contracting either elements or holistically delivering these services through alternative means.
- 1.3. Transport was identified as one of the first ten service areas to be reviewed by the Commissioning Board and this review focused on transport activities undertaken or commissioned by the Education and Care Services Department for adults, predominantly the activities of the PTS, and for children, predominantly the activities of the SENT team.

- 1.4. As part of the service review, these services have been soft market tested, including discussions with the service managers, and permission is being sought to formally go to the market to for the delivery of these services in order to determine the best value option.
 - 1.5. The proposed contract(s) have a potential value of £5.8m per annum and therefore this exercise will be required to follow European Union public procurement regulations and the placement of a Contract Notice advertisement in the OJEU seeking expressions of interest from organisations wishing to tender as required.
-

2. RECOMMENDATION(S)

- 2.1. The Executive is asked to approve the tendering of contract(s) for the provision of transport services for adults and children as outlined in paras 3.28 – 3.30 and to agree to the placement of any required Notice of advertisement in the OJEU, seeking expressions of interest from organisations wishing to tender.**

Corporate Policy

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

Financial

1. Cost of proposal: Not Applicable:
 2. Ongoing costs: Not Applicable:
 3. Budget head/performance centre: 813006, 845030, 136586, 136587, 845000, 845900
 4. Total current budget for this head: £5,795kk
 5. Source of funding: RSG and DSG
-

Staff

1. Number of staff (current and additional): 57 posts / 46.1 FTE
 2. If from existing staff resources, number of staff hours:
-

Legal

1. Legal Requirement: Statutory Requirement:
 2. Call-in: Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): Current: 525 Adults & 818 Children (SEN)
-

Ward Councillor Views

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

3. COMMENTARY

- 3.1. In the report to the Executive (DRR13/043), Transport services was identified by the Commissioning Team as one of the first service areas to review in order to assist the Council in delivering its Target Operating Model as a "... Commissioning organisation, determining who is best placed to deliver high-quality services based on local priorities and value for money principles".
- 3.2. As part of the agreed Gateway Process of the Commissioning Programme, this report forms part of Stage 4 of the process to ensure that the implementation decision follows the appropriate committee process.
- 3.3. Staff have been made aware through the Commissioning Programme process that this service is being reviewed and that soft market testing was undertaken. Further staff engagement and communication will be undertaken as part of this process by the service management team to ensure that all staff are briefed on the progress of this project.
- 3.4. Currently the London Borough of Bromley provides transport services for three reasons:
 - a) as a means of facilitating respite for carers;
 - b) to allow individuals to access social interaction; or
 - c) to provide access to education

Adults:

- 3.5. In the current system, the transport service takes users to and from day centres as part of provision of sociable day opportunities. Day activities are usually a response to two assessed needs, either A or B as above.
- 3.6. One or both may apply depending on the individual situation. The future provision of access to adult transport will be governed by an agreed transport policy.
- 3.7. Transport for adults is not an explicit statutory duty in itself, however, the Council must provide for adequate day opportunities for those assessed as needing respite or social interaction under 'Substantial' and 'Critical' Fair Access to Care Services (FACS) criteria. Under the current perspective of Care Services for respite in particular, this involves the Council facilitating individuals to get out of their homes, which requires an element of transport. The duty can be met indirectly through Direct Payments or directly by the providers of the day opportunities.

Children:

- 3.8. The LA has a statutory duty to make free home – school travel arrangements for eligible children to access their education, both SEN (Special Educational Needs) and non-SEN children, and this was the reason for Council-funded transport for children originally. The legislation underpinning the service provided still reflects this 'access to education' priority.
- 3.9. A child is obliged to attend the school nearest to their home where the local authority assesses that their education needs can be met.

For SEN this is to their specialist provision named in their statement / (to be) Education Care & Health plans. The manner in which these arrangements are made are determined by the LA but must be suitable taking into account the age, ability and needs of the child, this may be a mainstream class, a SEN unit at a mainstream school, or a Special School.

The duty is extended, to non-SEN schools, including parental choice of school based on religious grounds, depending on age and home to school distance, for some eligible children from low income families; e.g. in receipt of free school meals and or highest working Tax Credit benefit.

In Oyster card zones this can be public transport as long as the journey is not too arduous and does not on average take longer than 45 minutes for primary school age and no longer than 75 minutes for secondary school age pupils.

- 3.10. The local authority is required by statute to provide transport to children (both SEN and mainstream) if the nominated best school is beyond guideline distances (2 or 3 miles, depending on age), and regardless of these distances if the child has a disability such that support is necessary.
- 3.11. The statutory requirements are more complex after school leaving age (16, 18 or 19 depending on the individual school) meaning that the local authority only needs to fund transport for those young people whose families' income falls below a threshold.
- 3.12. Statutory transport obligations to mainstream children are met overwhelmingly through Transport for London and free Oyster travel. The main source of principal demand for the children's transport service is SEN, although there are also a number of subsidiary users of transport for children, namely children's disability respite and Looked After Children.

Current management arrangements:

- 3.13. The existing management provision for these two distinct service areas are integrated, being directly managed by the Passenger Transport Operations Manager and operating out of the Central Depot.
- 3.14. The functions of the Passenger Transport Service (PTS) are principally around delivery of the transport service that is requested by Older People or Learning Disability care management, with appropriate route planning to ensure optimal routing efficiency within parameters is maintained.
- 3.15. The in-house PTS uses 20 vehicles leased from a single provider. The daily pattern begins at 8am, first delivering Learning Disability clients to day opportunity venues, followed by Older People clients. Most buses return to the Depot by 11.30am. The sequence is reversed commencing at around 2.30pm. Buses return to the Depot between 4.30 and 6pm. The drivers are employed throughout the day while passenger attendants are not employed during the middle hours of the day. A number of the buses may be used for additional work during the middle hours of the day, such as transferring individual clients to nursing homes or returning them from hospital.
- 3.16. Children's transport is arranged through outsourcing to providers on a framework jointly let by Bexley and Bromley, which is due to expire in August 2015, and primary functions of the SEN Transport Team are around contract management, eligibility assessment and demand management, as well as close contact and co-ordination of delivery elements, including efficient route management. There are currently 12 service providers utilised by the service to operate 252 routes which transport 818 pupils. Within the service, there are 219 listed locations that service users may access and the peak operating times are term-time from 7:00am to 9:00am and 3:00pm to 4:30pm.

3.17. A further bus service operates at The Phoenix Pre School four days per week in the morning and afternoon only, during school term time. The school buses are donated by The Friends of The Phoenix Pre School and owned by LBB. All maintenance costs and staff costs are funded from the SEN Transport budget.

Transport review and soft market testing:

3.18. The scope of the Transport Review and associated assessment of service requirements was informed by and considered the Best Practice Guidance issued by the Department of Transport *Tendering Road Passenger Transport Contracts* – October 2013. The recommendations made align with the best practice arrangements it identifies as appropriate for the activities the Council carries out.

3.19. The soft market testing exercise performed as part of the Transport review and was not fully conclusive on what service delivery model would best suit the changing demands of transport requirements for these services.

3.20. Further efficiency in transport operations may be achieved through the successful integration of these two service models, with the primary transportation delivery being through the use of large capacity vehicles (Bus Model). However, the use of large specialist vehicles by private companies also has the risk of the company not being able to generate commercial income when vehicles are not in use, thus potentially raising costs.

3.21. Alternatively, the use of saloons, estates and MPVs could be used, as similar to the current framework contract used for SEN transport, to competitively deliver a large element of the transport requirement for Adults and Children by private sector business (Taxi Model).

3.22. The adults' system has been designed on a 'bus model' basis for many years. The destinations (day centres) are limited in number (10-15) and the vehicles used are large 11-seat plus wheelchair capacity buses. A passenger attendant is present on all journeys to look after service users and to ensure passengers are not left unattended during pick-ups/drop-offs, but practicalities limit the average number of passengers scheduled per route to 6. Also, there are 'down times' in the middle of days, in evenings and at the weekend when the vehicles are not productive.

3.23. Children's SEN transport has just fewer than 10 routes using minibuses with very high volumes (10-15 passengers). Quite a large number of routes have 5 or 6 passengers. There are also a large number of routes with 1-3 passengers. The average passenger number is approximately 4. The children's system can be categorised as part 'bus model' and part 'taxi model'. Besides simple passenger numbers, the key distinction, as outlined, is whether the vehicle used for the council contracted work is then used for commercial work. Only the lower volume range of SEN routes conform to this 'taxi' definition; soft market testing has shown that providers of routes with 5 or 6 passengers particularly in specialist vehicles can struggle to use these vehicles in the remainder of the day.

Further, the successful SEN Invest to Save programme focusing on travel training has seen a reduction in those requiring transport and a shifting expectation around need.

3.24. The fragmentation of transport solutions is likely to occur in the future because of a combination of personalisation and a possible policy direction away from building-based day opportunities to 'community-based activities'. People may choose to access a personalised solution nearer to their own community instead of travelling to a centralised day centre they used to attend. Scaled up, this is likely to mean shorter journeys with fewer passengers, and a preference for greater flexibility in any procurement solution. The conclusion is that the future requirements are moving toward the 'taxi model' with a smaller element fitting a 'bus model' scenario.

- 3.25. The SEN service has established limits for journey times and routing options are designed to ensure journeys for children of Primary School age do not exceed 1 hour and children of Secondary School age do not exceed 1 hour and 15 minutes. The Adults transport service does not have a statutory journey time limit, but the service attempts to limit journeys to no longer than an hour. Future developments and policy changes will impact on how these two service areas can be integrated which will influence the optimal procurement options available.
- 3.26. It is important to note that by its very nature, the potential use of smaller vehicles as a service delivery option is likely to encourage local and SME participation, while also allowing for the delivery of the service from locations nearer to the recipient's place of residence.
- 3.27. Under the Public Services (Social Value) Act 2012, consideration will need to be made based on the economic, environmental and social benefits of the procurement approach at a pre-procurement stage which precedes the issuing of the official notice in OJEU. This evaluation will apply to any public services contract or framework agreements to which the Public Contracts Regulations 2006 apply.

Procurement options:

- 3.28. The various procurement methods that we recommend in order to enable the flexible procurement of transport provision to meet changing demands for these services are:
- A) Combined Contracts with 'Lots' - Re-procurement of current children's non-volume guaranteed framework, with some or all of adults' transport in addition. Sourcing all transport routes through a framework, if it is achievable in terms of capacity and cost, would be the optimal solution because of the flexibility offered.
 - B) Separate Contracts - It cannot be assumed that a non-volume guaranteed framework can provide for all adult transport and / or transport which require specialist equipment, so the procurement of a fixed contract for a core service delivering complex transport solutions may be required.
 - C) Single Contract - The procurement of all journey requirements together including the co-ordination and route planning – "wholesale commissioning". This option has not been tested for viability in terms of operational efficiency to ascertain if a market provider has the capacity to be able to deliver the flexible service model LBB requires of its developing transport service.
- 3.29. An additional purchasing solution may potentially be the use of a Dynamic Purchasing Solution (DPS) to facilitate the purchase of the elements identified in the above table that would be procured through a framework type arrangement which also provides for ongoing competition and the ability to add new providers to the approved supplier list post implementation. An additional procurement option could be the use of E-Auctions for the procurement of identified transport routes. This would need to be assessed against the provision of a DPS as there are many similarities.
- 3.30. Therefore, it is recommended that the services are offered to the market as set out in Table 1 below. This would enable providers to tender on their preferred modus operandi whilst allowing for the various options to be considered in competition.

Table 1. Potential procurement matrix – FW: Framework; FC: Fixed Contract; IH: In-House

Procurement Option	SEN Specialist Transport (Lot 1)	SEN Standard Transport (Lot 2)	Adults Specialist Transport (Lot 3)	Adults Standard Transport (Lot 4)	Transport Coordination and Route Planning
A	FW	FW	FW	FW	IH
B1	FW	FW	FC	FW	IH
B2	FC	FW	FC	FW	IH
C	FC	FC	FC	FC	FC

3.31 In terms of realising further efficiencies through the joint procurement of services with other neighbouring authorities, officers will continue to explore these options. We have met recently with LB Croydon and LB Bexley to discuss the potential opportunities for the joint procurement of multiple services to gain further service efficiencies. The consensus was that until strategies for the procurement and future service delivery models and strategies are realised and consistent, it was premature to make a commitment by any party at this time.

3.32. It is intended that the arrangement will run for a period of 4 years. The evaluation of tenders submitted will be completed in line with the Councils standard process and be completed on a 60/40 cost to quality basis which incorporates minimum quality thresholds in the assessment of the quality factors used.

3.33. As part of the procurement process, consideration will be given to the resourcing requirements to ensure a robust client management arrangement is in place. This includes contract monitoring, performance management and quality assurance consistent with the Council's COP.

4. POLICY IMPLICATIONS

4.1 Any future or developing policy changes to the access guidelines for service users or the method of operation may have an impact on the provision of transport and any associated costs.

5. FINANCIAL IMPLICATIONS

5.1 Adults and SEN transport services cost the Council approximately £5.8m.

Total controllable budget

Children's	£3,964k (of this £330k is Dedicated Schools Grant backed)
Adults	£1,831k
Total	<u>£5,795k</u>

5.2 Any savings and efficiencies that may arise from this process will need to be fed into the medium term financial strategy. There are currently no budget savings factored into these areas and they are unlikely to be identified at this early stage. Once the tender process has been completed and analysis of the bids have been carried out a report will come back to this committee and provide the detailed information.

6. LEGAL IMPLICATIONS

- 6.1 The 2014 EU Public Procurement Directives were approved by the European Parliament on 15 January 2014 and by the EU Council on 11 February 2014. These Directives were published in the Official Journal of the EU on 28 March 2014 and came into force on 17 April 2014. EU member states have 2 years to implement them in national legislation.
- 6.2 The Council are required to comply with the Council's Financial Regulations and Contract Procedure Rules and the current Public Contracts Regulations 2006 (as amended). It appears that these have been considered in this report and recommendation.

7. PERSONNEL IMPLICATIONS

- 7.1. If Members agree to the recommendation to proceed with tendering, staff and their representatives will be engaged and consulted as early as practicable at each stage of the formal consultation process with staff and their representatives going forward, subject of course to any commercially sensitive information. There will also be engagement with services users and their representatives who might be affected by the proposals.
- 7.2. Any staffing implications arising from the recommendations in this report will need to be carefully planned for and managed in accordance with Council policies and procedures with due regard for the existing framework of employment law. The tendering process would consider whether or not the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) as amended by The Collective Redundancies and Transfer of Undertakings (Protection of Employment) (Amendment) Regulations 2014.

Non-Applicable Sections:	None
Background Documents: (Access via Contact Officer)	Commissioning Team Programme Budget - Report No. DRR13/043 Adult Social Care – Gateway Review (Report No. CS13/017)

This page is left intentionally blank

Report No.
ED15060

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: EXECUTIVE

For Pre-Decision Scrutiny by the Education Policy Development and Scrutiny Committee on 02 July 2014

Date:
16 July 2014

Decision Type: Non-Urgent Executive Non-Key

Title: INVEST TO SAVE - TRAINING STATEMENTED PUPILS TO TRAVEL INDEPENDENTLY

Contact Officer: Colin Lusted, Business & Planning Manager, Education, Care & Health Services
Tel: 020 8313 4110 E-mail: colin.lusted@bromley.gov.uk

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

Ward: (All Wards);

1. Reason for report

- 1.1 To provide an update on the Invest to save travel training programme (report CS12081, 3rd April 2013).
 - 1.2 To seek Executive commitment to a travel training programme for a period of three years and seek approval for exemption from tendering for a maximum period of 3 years to:
 - i. Provide continuity of service provider and consolidate the networks formed with schools, parents and key stakeholders who have had interactions with families and children with special education needs (SEN) over the past year;
 - ii Award a three year contract to Bexley Accessible Transport Services to provide Travel Training Services from 1/9/2014 – 31/8/2017
-

2. **RECOMMENDATION(S)**

- 2.1 Subject to the views of the Education & Executive & Resources Policy & Development Scrutiny Committees, the Executive is requested to:
 - i. Consider the outcomes of the Invest to Save Travel Training initiative that was approved at Executive last year;

- ii. Agree the investment of £60,000 per annum to continue the travel training programme for the next three years;
- iii. Subject to (ii) above, to agree the award of a three year contract to the current provider Bexley Accessible Transport Services, (BATS) for a programme of travel training provided:
 - The forecast return on investment continues to be achieved each year in line with the projected savings detailed in the report; and,
 - The quality of training is maintained.

Corporate Policy

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

Financial

1. Cost of proposal: Total £60,000pa over 3 years = £180,000
 2. Ongoing costs: Recurring cost subject to tender after 3 years
 3. Budget head/performance centre:
136 586 (SEN Transport) , and 136 587 (SEN Transport schools budget)
 4. Total current budget for this head: 136 586 £3,580,820 and 136 587 £330,000.
 5. Source of funding: £60,000 pa funded from the SEN Transport budget from savings achieved.
-

Staff

1. Number of staff (current and additional): The service is contracted out to external contractors.
 2. If from existing staff resources, number of staff hours: N/A
-

Legal

1. Legal Requirement: Statutory Requirement:
 2. Call-in: Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): There are approximately 825 pupils eligible to receive assisted transport with a minimum of 20 pupils to be trained to become independent travellers during each academic year.
-

Ward Councillor Views

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

3. COMMENTARY

Background

- 3.1 The Council has a statutory duty to provide transport assistance to pupils with a Statement of Special Education Needs, (SEN) to access their specialist provision. Dependent on need and ability, transport assistance is provided in a range of vehicles,(escorted & unescorted), with a limited number of pupils using public transport. Currently there are 825 pupils eligible to receive transport assistance.
- 3.2 The Special Educational Needs transport budget is £3.9M, made up of £3.6M from the Revenue Support Grant and £0.3M from the Dedicated Schools Grant. The service is outsourced to external providers. Robust contract and budget management and effective gatekeeping processes by the SEN Transport Commissioner and the team has maintained total annual spend within budget for the past 6 years.
- 3.3 In April 2013, Executive approved an Invest to Save bid in the sum of £100,000. This enabled the procurement of a travel training programme to train 28 pupils to gain the skills and confidence to become independent travellers and public transport users, thereby reducing dependency on Council provided transport assistance.
- 3.4 Following a full tender process, undertaken in accordance with the Council's procurement and financial regulations, Bexley Accessible Transport (BATS) was commissioned to deliver the programme in Bromley. The contract started in June 2013 with practical training commencing in the academic year, September 2013.
- 3.5 Teachers and parents are key influencers and best placed to fully understand the capabilities and extent of the pupil's learning 'curve'. Close working between all partners helped identify pupils to participate in the programme from two of the Council's Special Schools; Glebe School in West Wickham and Burwood School in Orpington,.
- 3.6 All training starts with the assumption that the pupils have no prior knowledge or skills to use public transport or travel independently. The training includes classroom based theory, pedestrian & road awareness, stranger danger and route planning. The training is further reinforced with a 'bus day' that involves teachers and the safer neighbourhood teams.
- 3.7 As the pupil's confidence and skill level increases, the travel trainer begins to take a step back and keeps an overview by shadowing the pupil on their journey. Once the trainer is satisfied that the pupil has become a confident independent traveller to and from school and the school and parents agree, the pupil is 'signed' off travel training and is removed from the Council transport routes. A 'certificate award ceremony' is held in school assembly to recognise the pupils' achievements in becoming an independent traveller.

4. Progress to date

- 4.1 The programme has been well received with only a limited number of parents being too anxious to allow their child to be trained to travel independently and unwilling to support the programme. Where pupils and parents have fully embraced the programme, good outcomes and positive feedback has been received.
- 4.2 The safety and well-being of pupils is paramount to maintaining the confidence of the pupil, parents, schools and the wider stakeholder groups. In some rare instances some pupils were only able to sustain a single journey on public transport between home and school due to health or their special needs. Whilst initially this may not realise the full financial savings from the

training, it delivers intangible benefits for the future with increased confidence and greater independence in the pupil and parents.

The following table demonstrates the progress to date.

Pupils identified for training	Fully passed	Part passed	Pupils to revisit	Pupils not completed
50	33	4	9	4

- 4.3 In a limited number of cases, some pupils were identified to be unsuitable for the training due to their special needs or did not demonstrate the maturity to adequately deal with the ‘new found freedom’ of being independent travellers. In these cases the pupil was either removed from the programme with sensitivity, or their training placed on hold for review at a later date when the pupil has greater maturity and understanding.
- 4.4 For some pupils, with a previous poor attendance record, schools report that travel training has had a negative impact as there is now a greater responsibility on parents and the pupil to ensure the pupil arrives in school on time. This would be a consideration when selecting pupils who are deemed to be suitable for travel training in the future.
- 4.5 These areas would be explored further during the next training programme and appropriate changes will be implemented where necessary.

5. **Continuation of the Travel Training Programme**

- 5.1 It is proposed that travel training should be an integral part of the ‘menu’ of transport assistance offers. Following an initial comprehensive assessment of need for each pupil, continuation of transport assistance needs will feature in the regular reviews at key stages in the pupil’s education timeline. To ensure new cohorts of pupils are trained to travel independently as they become suitable, it is proposed that a longer term commitment is made to travel training providing the investment continues to deliver annual savings.
- 5.2 The SEN reforms introducing the new Education Health & Care (EHC) plans and the Care Act provide the stimuli for services to collaborate and provide a seamless assessment and review process, together with choice and control for the individual. This thinking sits comfortably with the aims and aspirations of the EHC plans where the focus of interventions is to support the development of the individual with measureable outcomes. Enabling children with SEN to travel independently will reduce the number of adults seeking transport assistance, which will have a positive impact on the adult transport budget.
- 5.3 The 33 pupils who have successfully completed their travel training programme will no longer be reliant on council funded transport assistance. The development of this key life skill will provide intangible benefits that greatly enhance their independence and their ability to access higher education, employment and other opportunities in their adult lives.
- 5.4 Bexley Accessible Transport Services (BATS) the travel training provider, were awarded the contract in 2013 following the Council’s full tender process and have demonstrated their ability to successfully deliver the programme. Partnership working with school staff and the engagement of parents has built confidence in the pupils and contributed to the success of the programme. Additionally, BATS have built up a good network of key local stake holders in addition to parents and school staff; in particular the staff at the bus garage in Bromley Common

and the Road Safety team. These networks ensure a greater understanding of the needs and behaviours of pupils with SEN on public transport, and inclusivity within the community.

- 5.5 In view of the success of the programme and the fact a full tender process was undertaken in 2013 it is proposed that BATS should continue with the delivery of any future travel training programme. This will enable BATS to consolidate the networks formed in the first year of the programme. The continuity of provider and programme will further help to build parental support and confidence in the programme.
- 5.6 The Executive is requested to:
- a) Consider the outcomes of the Invest to Save Travel Training initiative that was approved at Executive last year
 - b) Agree the investment of £60,000 per annum to continue the travel training programme for the next three years from 1/9/2014 – 31/8/2017.
 - c) Subject to Executive approval to (b) above, delegate the award of the three year contract to the current provider Bexley Accessible Transport Services, (BATS) for a programme of travel training, to the Director of Education and Care Services in consultation with the Portfolio Holder provided :
 - i. The forecast return on investment continues to be achieved each year in line with the projected savings detailed in the report
 - ii. The quality of training is maintained

6. POLICY IMPLICATIONS

- 6.1 The proposals reflect the Council's strategic objectives for children and young people with disabilities and the commitment in Building a Better Bromley by supporting people to live as independently as possible within the community

7. FINANCIAL IMPLICATIONS

- 7.1 The Invest to Save Report CS12081 highlighted that financial savings and a gross reduction in pupil volumes would be seen in the academic year following the training. The report proposed that, subject to a satisfactory outcome, member approval would be sought for the ongoing reinvestment of savings of £40,000 per annum over a 3 year period to train 15 pupils in each subsequent year. In view of the success of the programme, a request is now being made to invest savings in the sum of £60,000 per annum over the next three years.
- 7.2 This longer term commitment is requested to embed the programme as an integral part of the menu of transport assistance offered.
- 7.3 The original report was based upon 28 pupils becoming independent travellers. The table has been updated to demonstrate the additional 5 pupils who have been travel trained.

	Children	£
Estimated Investment in Travel Training		100,000
Average cost of SEN transport provision per pupil per annum		4,300
2013/14		
For the £100,000 investment in 2013/14		
Number of children becoming independent travellers:		
From 1/9/13	5	12,513
From 1/1/14	10	10,750
From 1/4/14	13	0
Total savings in 2013/14	28	23,263
Additional 5 pupils trained (from 1/4/14)	5	
2014/15 Full year savings of 33 pupils @ £4,300pa	33	141,900
Cumulative savings over a 2 year period		165,163
Payback (net of investment- 2 year period)		65,163
Gross return on investment		65.2%

7.4 The table above recognises that the initial cohort of pupils trained to travel independently will move on from SEN Transport services. There will be approximately 2 years where SEN Transport will fully benefit financially from the investment in training although the benefits for pupils will be realised throughout their lives.

The following table demonstrates the financial implications for training 20 pupils per annum over the next 3 years and incorporates the additional 5 pupils trained in 2014 and reinvestment of savings.

20 Pupils a year and £60,000	2013/14	2014/15	2015/16	2016/17	2017/18
	£	£	£	£	£
Initial Invest to Save funding	100,000				
Savings (13/14 cohort)	-23,263	-141,900	-141,900	-40,133	0
Reinvestment 14/15		60,000			
Savings (14/15 cohort)		-25,043	-86,000	-86,000	-28,664
Reinvestment 15/16			60,000		
Savings (15/16 cohort)			-25,043	-86,000	-86,000
Reinvestment 16/17				60,000	
Savings (16/17 cohort)				-25,043	-86,000
	76,737	-106,943	-192,943	-177,176	-200,664
Payback initial I2S	-23,263	-76,737			
Savings with annual reinvestment					
Net savings per annum		-30,206	-192,943	-177,176	-200,664
Net cumulative savings		-30,206	-223,149	-400,325	-600,989
Savings without annual reinvestment					
Net savings per annum		-65,163	-141,900	-40,133	0
Net cumulative savings		-65,163	-207,063	-247,196	-247,196

7.5 The following base assumptions are used in compiling the tables above:

- Set up an initial training programme to achieve 28 pupils trained to travel independently from the £100,000 Invest to Save funding
- Continue with the training to secure the achievement of 20 pupils to be travel trained from the re investment of £60,000 from annual savings

- £100,000 resulted in 33 pupils travel trained and therefore it is assumed £60,000 will deliver 20 pupils travel trained
- Average cost of transport saved per pupil per academic year £4,300

8. LEGAL IMPLICATIONS

8.1 The councils Contract Procedure Rules (23.7.3) and 13.1 allow for an exemption from tendering a contract where there is no extension provision, providing the Chief Officer, in agreement with the Director of Corporate Services, and Director of Finance, consider the arrangement to be of benefit to the council and allowed by the relevant legislation. The services are Part B services for the purposes of the Public Contract Regulations 2006 (as amended). This means they are not subject to the full national and European Procurement regime. There are sound operational and business reasons for the extension after which services will be offered to the market There is always a slight residual risk of challenge where contracts are extended without competition but the limited nature of the extension, the relatively low value of the contracts and the stated intention to seek competition in future make this unlikely.

Non-Applicable Sections:	Personnel Implications
Background Documents: (Access via Contact Officer)	<p>Report CS12081, 3rd April 2013)</p> <p>Paper relating to an earlier Bromley travel training scheme seeking approval from the Environment Portfolio Holder http://sharepoint.bromley.gov.uk/ieListDocuments.aspx?CId=127&MID=3573#A17515</p> <p>Department for Education web page devoted to travel training (referred to in the report above) http://www.education.gov.uk/childrenandyoungpeople/youngpeople/studentsupport/a0064797/travel-training-itt</p>

Report No.
ED15058

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Executive

For Pre-Decision Scrutiny by the Education Policy Development and Scrutiny Committee on 2nd July 2014

Date: 16th July 2014

Decision Type: Non-Urgent Executive Non-Key

Title: **SUPPORTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) TO PREPARE FOR ADULT LIFE – FUNDING PROPOSAL**

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

Chief Officer: Terry Parkin, Director, Education Care and Health

Ward: Borough wide

1. Reason for report

- 1.1 In July 2013, the Education Portfolio Holder approved the Council's '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 To support the delivery of the Statement of Intent and to increase young people's levels of independence before leaving formal education Bromley Council has invested £153,835 through an invest to save project.
 - 1.3 This report provides an update on the developments to date in Bromley to support young people with Special Educational Needs and Disabilities (SEND), including savings achieved.
 - 1.4 The report also provides an overview of proposed future developments for young people with SEND, within the context of significant legislative changes (Children and Families Act 2014, Part 3), coming into force on 1st September 2014.
 - 1.5 A request for funding will be presented to the Executive on 16th July 2014 to support the extension of this work, should the approach be supported by the Education Portfolio Holder as a result of this report.
-

2. **RECOMMENDATION(S)**

2.1 The Education PDS Committee is asked to:

- (i) **consider the content of the report, noting achievements against savings target, together with the wider achievements to date.**

(ii) endorse the proposed future developments to support Bromley young people with SEND to prepare effectively for adult life.

2.2 The Executive is asked to agree the proposed investment that supports future developments for young people with SEND in Bromley in order to help contain future budget pressures in adult services.

Corporate Policy

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

Financial

1. Cost of proposal: request to the Executive is being made for a two year period from 1st October 2014 to 30th September 2016, totalling £162,508. The total funding required for this project is £212,508, however £50,000 will come from the SEND Reform Grant to cover transition activities. The investment of £162,508 will be used to continue reshaping provision for young people with SEND in Bromley, which at the end of the period, will help to mitigate budget pressures in adult services and support a sustainable local offer.
 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: £4,048,700 (2014/15 financial year)
 5. Source of funding: Existing budget (DSG)
-

Staff

1. Number of staff (current and additional): 3.5 x FTE to provide strategic and operational assessment and support to develop the local offer in line with the new SEND legislation coming into force from 1st September 2014.
 2. If from existing staff resources, number of staff hours:
-

Legal

1. Legal Requirement: Statutory Requirement: currently ASCL Act 2009 - Education and training for persons over compulsory school age: general duty currently and within the Children and Families Act 2014, chapter 6, part 3 – Children and Young People in England with Special Educational Needs or Disabilities from 1st September 2014.
 2. Call-in: Applicable
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): 796 young people and families per year.
-

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 In July 2013, the Education Portfolio Holder approved the Council's 'Statement of intent to support young people with Special Educational Needs and Disabilities (SEND) to prepare effectively for adult life'.
- 3.2 The Statement of Intent (Appendix 1 of this report) was developed as a result of key stakeholders including young people and families setting out their vision for young people in Bromley and through effective partnership work, we have been continuing to work together towards realising this shared vision.
- 3.3 Bromley Council has also invested £153,835 through an invest to save project to support the delivery of the Statement of Intent and increase young people's levels of independence before leaving formal education, to realise savings in the adult social care budget.
- 3.4 The project saw a return to contingency of £66,860 which was presented to The Executive on 10th June 2014. Whilst significant budget pressures on adult social care remain, the return was as a direct result of underspend in the project and was not used to alleviate budget pressures.
- 3.5 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 in their local community.
- 3.6 The funding invested has provided additional resources to deliver a range of initiatives and support for young people, families, providers and services. A significant part of the investment has seen the creation of the 'Preparing for Adulthood Team' which is managed by the 16-25 Commissioning Manager and has sat within the commissioning division of Education, Care and Health Services.
- 3.7 The project was originally agreed in October 2011, with some activity taking place but needed to be refocused and managed in a more focused way and therefore brought into the Commissioning Division in September 2012 in order to deliver the savings required. The project was integrated into the 16-25yrs commissioning activities, which included the Preparing for Adulthood workstream of the SEND reform programme. Alongside the focus of realising savings in adult social care, the project is supporting the Council to understand how we might model future support for young people that delivers our statutory duty under the new Children and Families Act 2014.
- 3.8 The reworked project was agreed for a period of 18 months from 1st April 2013 to 30th September 2014, with a view to extending if successful.
- 3.9 The total amount of funding, across the entire project, was £220,695 and the projected spend to 30th September 2014 is £153,835, an underspend of £66,860 (returned to contingency). This underspend is in addition to the savings realised in the adult social care budgets and the value currently stands at £193,332 against a target of £175,000. The work has also helped to contain cost pressures in the adult learning disability budget. There have been additional benefits to the education budget, estimated as £110,108, which helps to relieve any pressures on education placements.

FY	Target	Savings in ASC to date	Difference
2012/13	£100,000	£0	-£100,000
2013/14	£75,000	£73,706	-£1,294
2014/15	£0	£119,627	£119,627
TOTAL	£175,000	£193,332	£18,333

- 3.10 The savings realised, discounting the underspend, have equalled the original investment, with an additional £18,333 (10.48%) saved over and above the investment made.
- 3.11 Savings have been realised as a result of developing local provision and support in Bromley that is enabling young people with more complex needs to remain within their local community as opposed to being placed at out of borough residential college placements to access further education provision.
- 3.12 The figures take into account the savings made as a result of the education placement but also include the associated cost of social care packages put in place to meet the needs locally, where applicable.
- 3.13 In September 2013, Bromley College saw its first intake of students with SEND into the new *Nido Volans Centre*, the result of a £2.4million investment (a partnership bid between the Council and the College and funded through the Education Funding Agency) to improve the facilities and provision for young people with SEND in Bromley.
- 3.14 In addition to the investment at Bromley College, there has been a significant amount of work required to develop the post-16 offer, build trust and confidence with young people and families that the local offer in Bromley is able to meet the needs of young people with complex needs.
- 3.15 Activities have focused on three main areas; developing local provision, effective partnership working and culture change, including:
- The new facilities at Bromley College, together with a shift from delivering ‘courses’ to providing personal progression pathways (focusing on life outcomes), provide a more individualised approach with a specific emphasis on employment
 - The Statement of Intent has provided Officers working directly with young people and families with a formal policy that outlines clear stages of the process. This has been shared with all key stakeholders so that there is consistency provided to young people and families, which manages expectations
 - Improved partnership working with both the children’s and adult social care teams, enabling joint planning from an earlier stage and a more coordinated approach towards young people and families, minimising duplication and resources required
 - A strong partnership developed with health, enabling therapies (in particular SaLT, and positive behaviour support) to be integrated into the core curriculum and not separated
 - Secondment of the Preparing for Adulthood team into the SEN department, supporting the development of a full end to end 0-25yrs system and a culture change to think longer term from a much earlier stage
- 3.16 Whilst there have been some very positive outcomes to date, there have also been a number of challenges to success, which include:
- Lack of appropriate housing options and challenging family situations, resulting in out of borough residential college placement being used, driven by care needs rather than education

- Lack of day opportunities for young people in receipt of direct payments – the borough is facilitating the market by bringing together young people, families, providers and professionals to develop an understanding of what's possible with direct payments and also how providers need to change their business model to adapt to the changing market i.e. a direct relationship between providers and young people/families
- Short breaks for young adults (18-25yrs) not fully utilised – short breaks for children (pre-18yrs) are currently delivered through Hollybank and when young people reach 18yrs they are transferred to the adult service which is a very different environment which they find challenging and also the peer group is often not appropriate given the service supports adults up to the age of 65yrs – the borough is working with both providers to facilitate a more successful transition

- 3.17 Legislation confirms that EHC Plans could run to 25yrs, as long as the young person is in education. The new legislation comes into force on 1st September 2014, but provides a transition period for transferring SEN Statements and Learning Difficulty Assessments (LDA) to Education Health and Care (EHC) Plans. For young people with LDAs, the transition period will be two years (i.e. by 31st August 2016).
- 3.18 At the same time as working with young people to transfer to the new system, local authorities must also ensure that all reviews taking place from year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning must be built into the EHC plan and where relevant should include effective planning for young people moving from children's to adult care and health services. Review meetings taking place in year 9 should have a particular focus on considering options and choices for the next phase of education.
- 3.19 Given the changing legislative landscape, increase in demographics and complexity and the financial landscape, it is critical that we are supporting young people and families to prepare as effectively as possible for the future, through managing expectations and minimising the risk of legal challenge .
- 3.20 As a result of the Invest to Save funding, which has been aligned to the SEND reform agenda, Bromley has made significant progress in developing the local offer for young people with SEND, through a strong partnership and solution focused approach, whilst achieving a significant level of savings both across the care and education budgets.
- 3.21 The creation of the Bromley Preparing for Adulthood team has provided young people and their families with more focused support from an earlier age to understand what is possible, together with a recognition that living and learning within their local community (where possible) supports more sustainable outcomes.
- 3.22 In the 2014/15 academic year, the number of young people that fall into the 'Preparing for Adulthood' cohort (aged 14-25yrs) total 796, which is spread across school, from year 9, up to further education (both mainstream and specialist).
- 3.23 The figures below show the forecasted number of young people that the Preparing for Adulthood team will be responsible for supporting from 1st September 2014:

Type/Year	Number
School Y9	130
School Y10	141
School Y11	185
School Y12	109
School Y13	83
School Y14	51
Further Education - mainstream	49
Independent Specialist Colleges	48
	796

3.24 Alongside the new requirements under the Children and Families Act 2014 to transfer statements of SEN and LDAs to EHC Plans, the support required for young people in this cohort to prepare for adult life will depend on the level of need and complexity. Details of the broad support required can be found at appendix 2 of this report.

3.25 Analysis of the future demand pressures over the next 10 years indicates an increase in both the number of young people with disabilities and in increase in their levels of need. Based on current data 305 young people will transition to adult services over the next 10 years. Over this time frame there are clear indications that not only the numbers but also the levels of need are increasing and the development of an integrated strategy that combines Social Care, Housing and Health provision is critical in helping to ensure that future services are able to meet this increase in service demand.

3.26 In order to ensure that the progress made so far is sustainable in the longer term, it is proposed that investment is continued for a further two years as set out in Section 5 below. It is proposed that at this point the investment is treated as “Invest to Contain” with budget adjustments being made at the end of the relevant financial years in the light of savings achieved. Ongoing resources beyond the proposed Invest to Contain programme will be identified as part of the overall impact of the SEND reforms.

4. POLICY IMPLICATIONS

4.1 This Invest to Contain proposal supports the delivery of priorities for children and young people set out in the Education and Care Services Education Portfolio Plan priorities, in line with the emerging statutory duties as set out in the Children and Families Act 2014.

4.2 The project contributes significantly to the implementation of new SEND legislation and aligns directly with recently published ‘draft SEN Code of Practice’ (April 2014), a document that is expected to be finalised alongside secondary legislation in June/July 2014.

4.3 The draft Code of Practice is not expected to change significantly and sets out clear responsibilities for local authorities to ensure young people are preparing for adulthood from the earliest age (chapter 8).

5. FINANCIAL IMPLICATIONS

5.1 The Executive is asked to support the proposed Invest to Contain programme, should the approach be agreed by the Education Portfolio Holder as a result of this report and PDS on 2nd July 2014.

5.2 To enable the local authority to deliver its statutory duty under new legislation, we are proposing a continuation of the programme, which will maintain the Bromley Preparing for Adulthood team.

The team have now been seconded into the SEN department in order to support service integration and embed a 0-25 years system.

- 5.3 Alongside maintaining the Preparing for Adulthood team, there will be continuing close working with the partnership and key stakeholders to continue development of the local offer, with a particular focus on the barriers identified.
- 5.4 To align with the transition arrangements under the new legislation (see section 3.17), a request to the Executive is being made for a two year period from 1st October 2014 to 30th September 2016, totalling £162,508. Details of the finance across financial years can be found at appendix 3 of this report.
- 5.5 A proportion of the project activity pertains to the transition period for young people with Learning Difficulty Assessments (LDA), which allows two years from September 2014 to transfer existing LDAs to EHC Plans. The SEND Reform Grant is therefore making a contribution of £50,000 to the project costs.
- 5.6 The investment of £162,508 will be used to continue reshaping provision for young people with SEND in Bromley, which at the end of the period, will help to mitigate budget pressures and support a sustainable local offer.
- 5.7 The programme will also reduce the risk of legal challenges, which could result in high legal fees and potentially high ongoing placement costs.
- 5.8 It is proposed that at this point the investment is treated as “invest to contain” with budget adjustments being made at the end of the relevant financial years in the light of savings achieved.

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 currently and within the Children and Families Act 2014, chapter 6, part 3 – Children and Young People in England with Special Educational Needs or Disabilities from 1st September 2014.
- 6.2 Secondary legislation is yet to be published, but is anticipated to reflect the current Draft Special Educational Needs and Disability code of practice: 0-25 years – statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (April 2014).

PERSONNEL IMPLICATIONS

- 7.1 There are no direct personnel implications arising from this report as there are no proposals for change to current staffing levels. In the event that funding levels reduce or cease to continue in the future this could give rise to potential redundancy implications. Any proposed reduction in staffing would be subject to the Council’s procedures for managing change.

Non-Applicable Sections:	
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 through Further Education

Statement of Intent

To enable young people with Special Educational Needs and Disabilities (SEND) 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 further education placements will be individualised, realistic and achievable and sufficiently challenging, 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, which could be further education, work based training, employment or a social care placement.

Where work based training, employment or a social care placement is identified as the most appropriate option, the Council will work with the relevant services, partners and providers in the borough to ensure that appropriate support is put in place to enable the young person to progress towards and successfully transition to the identified destination.

Where a further education (FE) 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 or through mixed 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/>)

Appendix 2 – support required for young people from 1st September 2014

Provision type	Support required
Schools <i>(mainstream maintained, Academies and special, both independent and maintained)</i>	<ul style="list-style-type: none"> • Transference from SEN Statements to EHC Plans where required (phased approach) • Ensure annual reviews take place within the school setting and attend (where appropriate) and jointly with social care and health if required) • Review EHC Plans on an annual basis, ensuring targets and outcomes remain appropriate • IAG provided for young people and families to plan for adult life with a key focus on outcomes • Support to ensure the placement is meeting assessed needs • Ensuring the school is providing the right support and curriculum to contribute effectively in meeting the identified long term goals
Further education <i>(mainstream colleges, specialist provision, sixth form colleges and training providers)</i>	<ul style="list-style-type: none"> • Transference from LDAs to EHC Plans where required (phased approach) • Ensure annual reviews take place and attend jointly with social care and health where appropriate • Review EHC Plans on an annual basis, ensuring targets and outcomes remain appropriate • Ongoing IAG for young person and family • Support to ensure the placement is meeting assessed needs • Planning, which focuses on outcomes post-college
Does not attend school or other institution <i>(including hospital, youth offending institution and home educated)</i>	<ul style="list-style-type: none"> • Transference from SEN Statements or LDAs to EHC Plans where required (phased approach) • Ensure annual reviews take place within an appropriate setting and attend (where appropriate) jointly with social care and health if required • Compile a report of the review meeting setting out recommendations on any changes required for the EHC Plan and review on an annual basis

Appendix 3 – Financial detail to support Invest to Contain programme

Project

24 months - 1st October 2014 to 30th September 2016

Duration:

Description	TOTAL	Total Annual Figure	2014/15 FY (Oct'14 - Mar'15)	2015/16 FY (Apr'15 - Mar'16)	2016/17 FY (Apr'16 - Sept'16)
Salary and on costs	£175,508	£87,754	£43,877	£87,754	£43,877
Individual projects to support further developments	£31,000	£15,500	£11,500	£17,000	£2,500
Contingency	£6,000	£3,000	£2,000	£2,000	£2,000
	£212,508	£106,254	£57,377	£106,754	£48,377
Contribution from SEND Reform Grant	£50,000	£25,000	£12,500	£25,000	£12,500
Total project funding request	£162,508	£81,254	£44,877	£81,754	£35,877

Report No.
ED15073

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Executive

Date: For Pre-Decision Scrutiny by the Education Policy Development and Scrutiny Committee on 2 July 2014

For Pre-Decision Scrutiny by the Executive & Resources Policy Development and Scrutiny Committee on 10 July 2014

For Decision by Executive on 16 July 2014.

Decision Type: Non-Urgent Executive Key

Title: Update on the Process for Market Testing Education Services

Contact Officer: Laurence Downes, Commissioner, Education and Children's Social Care
Tel: 020 8313 4805 E-mail: laurence.downes@bromley.gov.uk

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

Ward: All Wards

1. Reason for report

- 1.1 To consider expanding the scope of the market testing of Education Services to encompass additional Education Services which were not included in the original report in October 2013. This will include Special Educational Needs provision, Adult Education provision and strategic management functions relating to sufficiency, access and quality of education provision in Bromley.

2. **RECOMMENDATION(S)**

- 2.1 **Subject to the views of Education and Executive & Resources Policy and Development Scrutiny Committees, the Executive is asked to agree:**
- i) **That the scope of the market testing of Education Services is expanded to include: strategic management functions; the residual functions of the Behaviour Service; the Special Educational Needs Service (including the Specialist Support & Disability Service); and Bromley Adult Education – paragraphs 3.11 to 3.31;**
 - ii) **That the option to explore management arrangements with relevant schools for the Hearing Impairment Units is rejected and that the Hearing Impairment Units will be included within the SEN Inclusion Support service as part of the overall market testing process – paragraphs 3.36 to 3.42;**

- iii) That the market testing tendering process commences as per the timetable in paragraph 3.61 and that a Competitive Dialogue approach is used - paragraphs 3.59 to 3.61.**
- iv) Note that a further report detailing the outcome of the market testing and recommendations be reported to a future meeting of the Council's Executive, and that this report describes how quality of service and support for children be monitored and enforced.**

Corporate Policy

1. Policy Status: Existing Policy: Commissioning Programme; Academy Agenda.
 2. BBB Priority: Children and Young People Excellent Council:
-

Financial

1. Cost of proposal: Estimated Cost:
£46,951,220 Controllable Budget (**excluding** DSG/RSG recharges, income and grants)
£1,796,090 Controllable Budget (**including** DSG/RSG recharges, income and grants)
 2. Ongoing costs: Recurring Cost:
 3. Budget head/performance centre: Education Services (121, 136, 122, 132, 118)
 4. Total current budget for this head:
£50,201,330 Budget (**excluding** DSG/RSG recharges, income and grants)
£632,280 Budget (**including** DSG/RSG recharges, income and grants)
 5. Source of funding: Dedicated Schools Grant / Revenue Support Grant
-

Staff

1. Number of staff (current and additional): 248 FTE (estimated)
 2. If from existing staff resources, number of staff hours:
-

Legal

1. Legal Requirement: Statutory Requirement:
 2. Call-in: Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): Parents and children in receipt of Education Services in Bromley
-

Ward Councillor Views

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

3. COMMENTARY

Background

- 3.1 In October 2013, Executive approved the recommendation to commence market testing for relevant Education Services (following pre-decision scrutiny from the respective Policy & Development Scrutiny Committees of the Education Portfolio and Executive). Market testing would take the form of a tendering process for a single 'bundle' of services resulting, if demonstrating value for money and subject to Member decision, in a contract for services for a minimum of five years with appropriate extension options.
- 3.2 In conducting a market testing exercise, no assumption is made as to the outcome. The market testing exercise will result in recommendations to be considered by Members. The recommendation(s) may be that all, some or none of the Education Service functions included in this report are to be delivered by a third party via a contract for services or similar arrangement. Members may, or may not, agree to the recommendations arising from the market testing process. In market testing for a single 'bundle' of services, there will still be flexibility, if appropriate, to remove services from the 'bundle'. It is not intended to imply the outcome of a market testing process in the text of this report; and no such inference should be made. Appropriate engagement with staff and stakeholders will continue to take place as part of the market testing process and in the implementation of the agreed outcomes of the process.
- 3.3 The recommendation to commence market testing was developed as part of the commissioning review of Education Services, which took place in Spring/Summer 2013 under the governance of the Commissioning Board.
- 3.4 The Education Services that formed part of the single 'bundle' of services to be market tested were:
- Admissions;
 - Education Welfare;
 - Behaviour Services – certain elements only;
 - Workforce Development & Governor Services;
 - School Standards;
 - Early Years;
 - Special Educational Needs (SEN) Inclusion Support.
- 3.5 A number of Education Services were not included in the scope of the commissioning review. These were as follows and for the reasons given, applicable at the time of the commissioning review:
- **Behaviour Services** – aspects of this provision, such as the Pupil Referral Unit (PRU) and respite provision were subject to a separate review. Arrangements are now in place for the Pupil Referral Unit to convert to academy status, sponsored by Bromley College of Further & Higher Education, in August 2014, which will include the delivery of respite provision. Management responsibilities in ensuring the Local Authority meets its statutory obligations for excluded pupils remain with the Local Authority;

- **Bromley Adult Education** – this was subject to a separate review. The distinct provider market for Adult Education, together with specific and separate funding arrangements, means it does not necessarily align effectively with other Education Services as part of a single ‘bundle’ of services - although it could form part of the market testing process as a separate ‘lot’;
- **Bromley Nursery Provision** – subject to a separate review. Nursery provision has a distinct market place and would not benefit from inclusion within a larger market testing exercise;
- **Finance & Human Resources (Education)** – having previously been closely aligned to the Education Services department, these services were integrated more closely to the corporate Finance and Human Resources division, which are subject to a separate process of considering future alternative delivery models;
- **Special Educational Needs (including Specialist Support & Disability Service, which incorporates pre-school provision delivered at The Phoenix Centre)** – at the time of the review the National Pathfinder status of Bromley, in which new models of delivery were being developed in response to the Government’s SEN & Disability Green Paper, meant that it was considered inappropriate for inclusion in the commissioning review process. It was expected that these services would be subject to a separate review in due course and, if the market testing of education services resulted in a contract for services with an external provider, that an option to ‘bolt on’ SEN services to an existing contract would be made available if possible.
- **Special Educational Needs Transport** – this service is subject to its own review and alignment with Adult Transport Services.

- 3.6 The recommendations considered and approved by Executive in October 2013 also included agreement in principle for the retention of appropriate in-house ‘client’ capacity in the delivery of Education Services should the market testing result in the outsourcing of services. The structure and function of any retained capacity was not specified. The report indicated that the main purposes of retained capacity were: to ensure that the Borough could act as an ‘intelligent client’ in relation to commissioned services; to provide strategic leadership in acting as the community champion for parents and children, holding schools to account in ensuring a supply of high quality school and early years places; to maintain effective relationships with Bromley schools; and to provide effective leadership and management of the services retained by the Council.
- 3.7 It was indicated that the retained functions may include **strategic pupil place planning, capital management and leadership in school improvement / early years**. It was also indicated that any retained capacity would be minimal and would reflect a reduction against the current equivalent structure.
- 3.8 The paper stated that the method of tendering was to be defined; however it indicated at that time that a Restricted Tender process would be the preferred approach.
- 3.9 The specifications for each service would be at the *de minimis* statutory limit, as informed by ongoing service reviews. Wherever possible, specifications would be outcome focused.
- 3.10 Subsequent to the Member decision to commence market testing, information on the proposal and the next steps has been communicated to staff and relevant stakeholders; the process of developing specifications for the services in the scope of the market testing is in progress; and

planning is underway for the commencement of a tendering process with an indicative start date of September 2014.

Expanding The Scope of the Market Testing of Education Services

- 3.11 As the planning and preparation for market testing has commenced, senior managers in Education, Care & Health Services have given further consideration to the initial proposals and are now recommending **expanding the scope** to include additional elements of Education Services.
- 3.12 Specifically, it is proposed to expand the scope of the market testing of Education Services to include: **strategic management functions**; the residual functions of the **Behaviour Service** following the conversion of the PRU; the **Special Educational Needs** service, including the **Specialist Support & Disability Service (which includes pre-school provision at The Phoenix)**; and **Bromley Adult Education** (as a separate lot). This would mean that Bromley would be market testing Education Services almost in its entirety as part of a single process.
- 3.13 The remaining elements (Bromley Nursery provision, Education Finance & HR, SEN Transport) of Education Services are not included in the proposed expansion of the scope of market testing for the reasons given in paragraph 3.5.
- 3.14 Overall, senior managers consider that the delivery of Education Services would be more effective and efficient if they are aligned together from the outset. It is assumed that, in line with the Council's Corporate Operating Principle of identifying who is best placed to deliver services, that further market testing of the remaining Education functions would be conducted in due course. Conducting separate market testing exercises at different times for different elements of Education Services may lead to the Local Authority having to manage multiple delivery models and multiple delivery partners and could mean a greater risk of fragmentation of service delivery. Local Authority strategic oversight would be more efficient and effective if focused on a single delivery model and strategic partner, should market testing result in the outsourcing of services.

Strategic Management Functions

- 3.15 A number of statutory requirements are placed on local authorities. These can best be tracked back to the influential white paper "Every Child Matters" launched in 2003. The Children Act 2004 enshrined in law the basic principles that local authorities have responsibility for securing high quality outcomes for children in five areas: staying safe; being healthy; enjoying and achieving; economic wellbeing; and making a positive contribution. Although the coalition brought about many significant changes to the education landscape, it did not repeal the 2004 Act. Ofsted's view is that these remain duties on top tier councils regardless of where children and young people are educated. We must then ensure we retain sufficient strategic capacity to know our schools and academies well, and to be able to intervene should outcomes in any one of these five outcome areas be at risk. The relationship with the recently announced "school commissioner", employed on a regional basis by the DfE to oversee academies and free schools, remains unclear but government has neither legislated nor laid down a Parliamentary Order that releases LAs from the 'Every Child Matters' responsibilities for academies and free schools.
- 3.16 In giving further consideration to the approach to market testing, it is felt that the strategic management functions of Education Services could be delivered effectively as part of the single 'bundle' of services to be market tested rather than separated from the delivery element:
- The functions of strategic pupil place planning, capital management and quality (school improvement and early years) are considered to be most effective when there are close

links with the operational delivery of admissions, behaviour support, school improvement and early years. Data, information and soft information derived by the services from engagement with schools and parents can be shared more easily as part of single organisational solution as opposed to a structure where the strategic management functions are separated from operational delivery potentially within different organisations.

- Senior management posts within Education Services currently include both strategic management functions and operational management functions within the same post. Should the service be outsourced, an external body delivering Education Services on our behalf would still require senior management resource to manage operational delivery and, to an extent, to provide strategic leadership. In this scenario, retaining senior management functions within the Council is therefore likely to lead to duplication of management resource and increased overall cost.
- In an outsourced model, the Council would still act as an 'intelligent client' and provide strategic leadership with a minimal retained structure. Indicative functions of such a structure are:
 - Commissioning: negotiating the outputs, outcomes and finance of an external contract on an ongoing basis. The requirements of the service will be subject to change as a result of the conversion of maintained schools to academy status (in the short term), service pressures that may arise (e.g. increased volume SEN) and policy changes;
 - Contract management and monitoring: day to day management of the contract, contract monitoring and reviewing performance. It is possible that the commissioning and contract management functions could be combined into one post;
 - Fulfilling the role of statutory Director of Children's Services which cannot be DSG funded;
 - Strategic leadership and policy development: an external contract with strategic management functions would be responsible for providing strategic leadership and proposals for policy development. However, this would need to be overseen and endorsed by a senior manager of the Council to ensure that policy development and implementation meets the strategic aims of the Council and is subject to appropriate Member scrutiny.

Should the market testing not result in outsourcing the service, it is proposed that the separation of delivery and client functions would still be the preferred model.

Behaviour Service

- 3.17 The restructure of the Behaviour Service, currently in progress and if agreed, will lead to the cessation of the Early Intervention Service (Primary) and Behaviour Support (Secondary Outreach) cost centres with several of their functions expected to be carried out by the Pupil Referral Unit operating as a sponsored academy in partnership with Bromley College.
- 3.18 The Home & Hospital service is already included within the current market testing proposal. It makes sense to include the minimal remaining Behaviour Service functions, namely strategic management and administrative support functions, together with the commissioning budget for the purchase of alternative provision places, within the market testing of Education Services.

Special Educational Needs

- 3.19 The Special Educational Needs (SEN) service consists of one cost centre covering staffing and three cost centres covering funding for third party payments or supplies & services for special educational needs provision.
- 3.20 The SEN service was initially excluded as part of the original market testing proposal due to concern about its National Pathfinder status piloting new approaches to SEN delivery. However, it was expected that the SEN service would be subject to a commissioning review in due course and that any contract for the outsourced delivery of Education Services (subject to the outcome of market testing) would include the option, if possible, to vary the contract to include the SEN service.
- 3.21 For those reasons, it is now recognised that it would be more efficient to include the SEN service within the market testing of Education Services process taking place now. This will remove the need to undertake a second commissioning and market testing process for the SEN service at some future date, duplicating the cost and resource requirement of the current process.
- 3.22 It is also recognised that continuing in-house delivery of the SEN service would mean that the Council would need to retain a management and administration infrastructure for Education Services, which would run in parallel (and duplicate the cost of) any management structure put in place as part of an outsourced solution for Education Services. Including SEN services in the market testing bundle would reduce or remove this duplication.
- 3.23 The current 'bundle' of Education Services to be market tested includes the SEN Inclusion Support service. Managers have argued that the interdependency of the SEN service and the SEN Inclusion Support service means that it would be desirable for the close links that exist between both services to be maintained. Including SEN services in the market testing process helps to ensure that those links remain; and it allows for potential efficiencies in sharing a management structure across both services.
- 3.24 Core functions of the SEN team include:
- the strategic management and development of SEN provision in the borough (developing the 'local offer'), including the development of matrix funding arrangements for in-borough maintained schools and special schools;
 - the statutory assessment of children and young people, deciding on the provision to be provided in meeting a child's needs through a Statement of SEN (to be replaced by Education, Care & Health Plans);
 - providing advice, support and guidance to their families;
 - reviews of SEN Statements and support plans;
 - brokering appropriate specialist support or settings to meet the identified needs of the child (e.g. placements);
 - managing appeals to the assessment process;

- finance and management information – maintaining a database of all pupils who fall within the statutory assessment process and processing all invoice and payments for agreed support.

3.25 It may not be appropriate for all the functions of the service to be included within the bundle of services to be market tested. £18.37M of the overall controllable budget of £19.48M for this service (or 94% of the overall budget of the service) is for the funding of SEN placements in Bromley maintained schools, out of borough maintained schools, independent school settings and in further education settings. These placements and support arrangements, especially out of borough independent provision, are currently brokered, following the assessment and identification of need, by staff within the SEN service. The central brokerage team within Education, Care & Health Services are currently responsible for the brokerage of all placements for social care, residential and nursing settings with the exception of SEN placements. It is proposed that the relevant elements of the brokerage and finance support functions of the SEN service are not included within the market testing of Education Services and that these functions (and staff) are transferred, where appropriate, to the ECHS Brokerage team.

3.26 This would ensure that all brokerage functions are placed within a dedicated team, working to common practice and processes, and would allow retained management control and scrutiny of controllable elements (i.e. not matrix funded) of the SEN budget for the commissioning of placements.

Specialist Support & Disability Service

3.27 The Specialist Support & Disability service is part of the overall SEN offer in the Borough, along with the SEN service and the SEN Inclusion Support service, and works closely with Children's Social Care. It forms a key part of our early intervention strategy.

3.28 With an overall controllable budget of £2.63M (all DSG), it has six cost centres:

- Specialist Support & Disability Panel – the entire budget of £353k is for the commissioning of specialist placements and support, as decided through a panel review;
- Complex Needs Team – the majority of the £253k controllable budget is employee costs, primarily senior management and business support functions plus advisory teachers and a family support worker;
- Phoenix Pre-School – a controllable budget of £1.39M, the majority of which is employee costs (£1.18M). The employee budget includes senior management and business support functions but the majority is related to service delivery based at the Phoenix Centre (teachers, teaching assistants, midday supervisors, portage workers). £143k of the budget relates to rent costs for the Phoenix Centre.
- The Early Support Programme - this is a relatively small budget (£78k) which funds mainly employee costs for family support, parent participation and parent representative officers.
- The Outreach and Inclusion Service – a controllable budget of £226k, all of which relate to employee costs (management, business support and teachers).
- Pre-School Support – a controllable budget of £328k, of which £225k funds specialist support in pre-school settings passed directly to providers. The remainder are employee costs (management, business support and inclusion support / core support workers).

- 3.29 There are 93 posts (50.6 FTE) within the service. 19 (20%) of these posts relate to management and business support functions (11.28 FTE, or 22% of the total FTE). This accounts for 24% of the employee budget.
- 3.30 The rationale for including the Specialist Support & Disability Service is the same as that for the Special Educational Needs service. It has close service links (it forms part of the overall Local Offer for SEN) to both the SEN service and the SEN Inclusion Support service and it is desirable to maintain those links rather than treating it as a separate entity. Excluding it from the market testing process now may mean that cost and resource will need to be applied in reviewing and potentially market testing the service later. Potential management efficiencies through a market solution for the SEN service as a whole would not be able to be realised and may lead to duplication of cost as the LA would need to continue with a managerial and business support infrastructure.

Bromley Adult Education

- 3.31 Members have, for some time, been exploring options for the future delivery of Bromley Adult Education Services and previous reports (ED13119) have established market testing as the preferred route. Therefore it is proposed to include Bromley Adult Education within the market testing process for Education Services. Combining these two elements into a single process removes the time and cost in undertaking two separate processes. It is proposed to include Bromley Adult Education as a separate 'lot' – this means that potential providers could choose to submit proposals for delivery of both lots (the Education Services 'bundle' and Bromley Adult Education) or they could choose to submit a proposal against one 'lot' only. This ensures that potential providers of Adult Education who may not be in a position to consider submitting a proposal for the overall 'bundle' of Education Services are not excluded from the process.

Alternative Options

- 3.32 Although the recommended approach is to expand the scope of the market testing of Education services so that alternative methods of delivery are tested as part of a single process, there are other potential options for specific elements of Education services that are being explored.
- 3.33 Within Behaviour Services, the Home & Hospital cost centre was included within the original agreed proposal for the market testing of Education services. However, in addition to home and hospital tuition for children who cannot attend school because of health needs, this cost centre also includes the Nightingale provision (based at the Blenheim Children & Family Centre) which provides full time education for children who cannot attend mainstream school due to medical needs, primarily 'emotional', as well as discrete full time education for young mothers or mothers to be. This provision potentially aligns more readily with alternative education provision provided by a Pupil Referral Unit. Indeed, this provision was previously considered to be a satellite element of the Bromley Pupil Referral Unit but was not included within the delegation of budget for the Pupil Referral Unit that took place in April 2013.
- 3.34 The Pupil Referral Unit provision is expected to be provided by the Bromley Alternative Provision Academy (BAPA) from August 2014. An alternative approach for the Nightingale provision may be to seek to commission this service directly from BAPA to form part of the overall Pupil Referral Unit provision in the Borough. Officers will explore this option further with BAPA as part of the overall PRU discussions.
- 3.35 If all, or any part, of the proposed expansion of the market testing of Education Service is not supported by Members, then the current market testing process will continue as planned on the basis of the range of services already agreed as being in scope. Should this be the case, further and separate market testing processes may need to be undertaken, in line with Council

policy, at some point in the future for any remaining Education services not agreed for inclusion at this time.

Hearing Impairment Units

- 3.36 The paper approved by Executive in October 2013 on the market testing of Education Services included a recommendation to commence discussions with relevant schools on potential management arrangements for the Hearing Impairment Units, the rationale for this being that all other specialist SEN Units in the borough are managed through a contract for services with schools. There are two Hearing Impairment Units at primary and secondary level.
- 3.37 The Primary Hearing Impairment Unit is based at Griffins, which is situated between Darrick Wood Infant School (academy) and Darrick Wood Junior school. The Unit is co-located in Griffins with the Sensory Support Service.
- 3.38 The Secondary Hearing Impairment Unit is based in dedicated classrooms at Darrick Wood Secondary School (academy).
- 3.39 Discussions have taken place with the Darrick Wood Infants and Juniors on the Primary Hearing Impairment Unit. Both schools expressed an interest in the potential of management arrangement but with a number of caveats. As well as the practical arrangements regarding leasing arrangements, service charges and the effective sharing of space within Griffins, they both expressed concern about the potential issues that may arise if the management of the Unit was placed with one of the schools and the impact this may have on the school not included in the management arrangement.
- 3.40 Darrick Wood Secondary School has not indicated any interest in the potential of a management arrangement for the Secondary Unit and has not entered into any detailed discussion on the matter.
- 3.41 Service managers have also expressed concern about entering into separate management arrangements between the Primary Unit, the Secondary Unit and the Sensory Support Service itself. They have pointed out this would remove the ability to manage resource across these service elements flexibly (e.g. a temporary staff shortage in one Unit will not be able to be supported by the other Unit as is currently the case). They expressed concern about the potential dilution of the specialist service if the resources were placed under the management of a school. Similar concerns have been raised in feedback from parents. Furthermore, entering into separate management arrangements for these three elements of the service will lead to multiple management structures and duplication of cost. The services also queried the practicality of sharing space within Griffins for these services if operating under separate management arrangements.
- 3.42 For these reasons, it is not considered feasible to enter into separate management arrangements with the relevant schools for the Hearing Impairment Units as the arrangements to do so are problematic with no clear benefits. It is recommended that the Hearing Impairment Unit provision is included as part of the overall SEN Inclusion Support service included within the Education Services to be market tested as a single bundle of services. The paper approved by Executive stated that this would be the alternative approach if separate management arrangements were not feasible.

Sold Service Delivery

- 3.43 The paper approved by Executive in October 2013 on the market testing of Education Services included a recommendation that sold service delivery for the services in the scope of the report be sustained so that they can form part of the market testing process.

- 3.44 Inclusion of sold service delivery within the market testing process would mean that, should Education Services be outsourced, the Council would also contract for the delivery of sold services at either nil cost or on the basis of the Council retaining all income generated through sold services. This element of the contract would only be in place in the short term (e.g. one year) to ensure the applicability of TUPE for staff currently engaged in the delivery of sold services following which the contract would be varied. The Council would cease the commissioning of sold services and the provider would take over this work directly.
- 3.45 Such an arrangement could be advantageous to a provider as they would inherit an existing infrastructure and contract base operating at full cost recovery that could allow them to develop and expand sold service delivery. The Council could benefit as it could withdraw from the delivery of sold services without incurring redundancy costs whilst also potentially benefitting from improved prices for the delivery of the core elements of the service.
- 3.46 Currently, this is a relatively minor element of the market testing process as sold service delivery is only relevant to Education Welfare, Workforce Development, Governor Services and Free School Meals.

Soft Market Testing and Other LA Models

- 3.47 Soft market testing of the education market took place as part of the commissioning review process of Education Services. Research was undertaken into the market place and a number of providers were invited to participate in detailed discussions on the possibility of a market testing solution for Bromley Education Services. The outcome of these discussions was detailed in full in the paper submitted for decision to Executive.
- As part of those discussions, providers confirmed that their preference would be for an overall package of services as opposed to individual tenders for each service or a tender made up lots. They pointed out the potential of increased cost to both the provider and the LA in managing multiple bidding processes. They also highlighted the potential difficulties in services being delivered by multiple providers due to the co-dependency of many aspects of the services together with data sharing issues and increased contract management costs.
 - All providers expressed interest and confirmed that they had the capacity to deliver all aspects of education delivery in the scope of the review at that time. However, they also expressed interest in the services that were not included, particularly Human Resources Education, Finance Education and Special Educational Needs.
 - All providers had a track record in delivering all or most of these services on behalf of local authorities and all of them had recently participated in tendering for Education Services in other Local Authorities.
- 3.48 As part of the soft market testing, research was undertaken into commissioning approaches and market involvement in the delivery of Education Services in other Local Authorities. This established that other Local Authorities have market tested and awarded external contracts of delivery for some (e.g. Devon, Surrey) or all (e.g. Slough) of the services in the scope of this report.

Communications

- 3.49 Following the initial decision by Members to market test Education Services, briefings have taken place for staff, union representatives and stakeholders including schools, governors and early years providers. Service teams have been working with the Commissioning team in the

development of specifications for the services in question. In addition, the Commissioning Team is working closely with service teams in other engagement activities. This includes meetings with stakeholder representative groups and, where appropriate, communication with parents and carers, including arranging briefing sessions.

3.50 In expanding the scope of the market testing, subject to Member decision, we will continue to engage with all staff and relevant stakeholders as appropriate throughout the process.

Services and Specifications

3.51 A summary of each service in the Education Services 'bundle', outlining the key elements of the specification, follows. The summary is not intended to be comprehensive.

3.52 Admissions

The key elements of the specification are:

- Administering the Admissions process in line with the Schools Admissions Code, the School Admissions Appeals Code and the Pan-London Co-Ordinated Admissions framework;
- Providing advice and assistance to parents;
- To publish admissions arrangements in relation to maintained schools;
- Administering the Transport Grant;
- Free School Meal Eligibility Checking (non-statutory).

The Admissions service is almost entirely statutory.

However, Free School Meal Eligibility checking in bulk on behalf of schools is not statutory. The cost of the service is funded through agreed delegation of funds to the Local Authority from maintained schools; and as a sold service to Academies. No savings can be made by ceasing this element of delivery. Furthermore, only the Local Authority has access to the relevant database to do this – the alternative is that individual parents would apply to the LA for eligibility checking to which we are obliged to respond. Bulk checking via the schools is more efficient. Therefore this element of the service is included within the service specification.

3.53 Behaviour Service

The restructure of the Behaviour Service currently under way will mean that the service is entirely statutory. The key elements of the specification are:

- Duty for the LA to provide full time education from the sixth day of exclusion for permanently excluded pupils, with adherence to the Fair Access Protocol;
- Duty to make arrangements for the provision of suitable education for each child of school age who, for reasons of illness, exclusion or otherwise, would not receive it.

3.54 Education Welfare

The key elements of the specification are:

- Processing licence applications for children to take part in performance;
- Investigating non-attendance and deciding whether to proceed with an Education Supervision Order or a prosecution, and carrying this out;
- Issuing School Attendance Orders and the supporting investigation that underpins this process;
- The identification of children missing education.
- Initial assessment and monitoring (monitoring currently conducted by the Behaviour Service) of Elective Home Education arrangements;

These elements are statutory and there is no further opportunity for efficiencies.

The service also delivers non-statutory preventative provision in two ways:

- As a sold service to academies. The income for this service exceeds full cost recovery and will not deliver savings if ceased. The intention is to continue delivery and transfer sold service delivery as part of the market testing process, if possible.
- As a targeted service to maintained schools. This is a discretionary service and work is in progress to restructure the service to ensure that it focuses on the statutory and sold service functions only.

3.55 School Standards

This service has already undergone significant restructure and is operating at the *de minimis* statutory limit. The statutory obligations of the Local Authority may reduce further as more schools convert to academies.

The key elements of the specification are:

- Statutory duty to prevent failure in schools (regardless of status);
- To monitor and report on the performance of all schools, identifying symptoms of failure early and to be able to intervene with the school/governing body to secure early improvement;
- To provide or broker school improvement support for maintained schools causing concern;
- To provide or broker school improvement support for maintained schools eligible for intervention; or to recommend and implement intervention as appropriate under the powers available to a local authority for schools eligible for intervention;
- To make provision for moderating teacher assessments at maintained schools;
- To provide support and advice to maintained schools on KS1 assessment;
- To convene and maintain SACRE.

3.56 **Governor Services / Workforce Development**

The Governor Services element has already undergone restructure and is operating at the *de minimis* statutory limit.

Workforce Development is non-statutory but supports the LA duty for the sufficiency and quality of schools. It is a sold service activity operating at full cost recovery.

The key elements of the specification are:

- To provide training and information for school governors of maintained schools (on a sold service basis for academies);
- To monitor and report on the arrangements and effectiveness of maintained school governance arrangements, ensuring LA governors are in place;
- To provide a range of workforce development activities on a sold service basis (at no cost to the LA).

3.57 **Early Years**

The Early Years service delivers statutory requirements only. The service is currently undergoing restructure to adjust its offer to reflect recent reductions in the statutory obligations of the LA.

The key elements of the specification are:

- Secure sufficient childcare for working parents and to secure prescribed early years provision free of charge;
- To assess childcare provision in the local area in order to ensure it is meeting the sufficiency duty;
- Provide information, advice and assistance to parents and to provide information, advice and support to childcare providers below a Good Ofsted rating and to prospective providers;
- Support providers in ensuring early years foundation profile assessments are accurate and consistent.

3.58 **Special Educational Needs: The Special Educational Needs Service / The Specialist Support & Disability Service / The Inclusion Support Service**

Special Educational Needs provision is underpinned by statutory requirements, which are in the process of being updated in response to the Draft SEN Code of Practice, part of the new requirements of the Children & Families Bill expected to be enacted in 2014.

Broadly speaking the statutory duties are:

- Identifying and assessing SEN (0-25);
- Making and reviewing ECH Care Plans (currently statements);

- Keeping arrangement for SEN under review (reviewing the Local Offer);
- Provide information and advice to families;
- Ensure a dispute resolution service;
- To ensure young people with SEN secure appropriate learning in the FE sector;
- Publishing information on the LA's SEN policies and the arrangements and activities in carrying them out (the Local Offer);
- Give regard to the views, wishes and feelings of young people and parents in carrying out SEN functions and support parents /young people to contributing to assessment, planning and review of ECH plans;
- Must work together with health and social care services.

Many aspects of the SEN services included, and proposed to be included, within the scope of market testing form part of the Local Offer. The LA must involve children and young people with SEN in developing and reviewing the local offer; must co-operate with local partners in the developing and reviewing the offer; must demonstrate, through consultation with children, young people, parents and local partners, how proposed reorganisations of SEN provision are likely to lead to improvements in the quality and range of SEN provision.

There are no current proposals for service reconfiguration. Any proposed changes will need to undergo a process of review, consultation and stakeholder engagement before implementation. It is unlikely that any significant proposals can be put forward and resolved in the time available prior to the proposed commencement of market testing.

However, the requirement to review the Local Offer to ensure that it meets current and emerging needs of SEN children and young people while demonstrating value for money will form part of the specification for the delivery of the SEN service. As a result, should the market testing result in service delivery through a contracted partner, then the service will still be expected to be reviewed and reconfigured as appropriate to meet the changing needs of children and young people in an effective and efficient way.

The status of the Phoenix Centre will need to be resolved as part of the market testing process. The lease (annual cost £142k) is up for renewal. If the lease was renewed this would be for a further 21 years. It has been indicated that break options would be available but the details are not known at this time. Rental and service charge costs may increase although it has been indicated that capital contributions towards the extension of the Phoenix (completed in 2007) may mitigate additional rent charges pertaining to that extension.

Exploration of the options for the Phoenix Centre are under way, including consideration of the Hawes Down Centre as a potential alternative delivery location. This will be subject to a separate report to Executive.

Timetable For Procurement

3.59 If the proposal to expand the scope of the market testing of Education Services is agreed, then the specification for the overall tender becomes more complex. As a result, a Competitive Dialogue procurement process will be preferable to a Restricted procurement process.

3.60 A Competitive Dialogue procurement process allows bidders to submit more than one proposed solution to the delivery of the services and allows those proposals to be refined further through dialogue with the Local Authority.

3.61 On the assumption of an increase in scope of the market testing of Education Services and the use of a Competitive Dialogue procurement, an indicative timeline for Competitive Dialogue is as follows:

ACTION	ANTICIPATED DATE
<ul style="list-style-type: none"> • Consideration by Education PDS of proposal to expand the scope of market testing. Decision by Portfolio Holder. • Consideration by E&R PDS of proposal to expand the scope of market testing. • Decision by Executive on proposal to expand the scope of market testing. 	Education PDS - 2 July 2014 E&R PDS – 10 July 2014 Executive – 16 July 2014
Publication of OJEU Notice for Expressions of Interest	September 2014
Deadline for receiving completed PQQ's	October 2014
Issue of 'Invitation to Participate in Competitive Dialogue' (IPCD) and 'Invitation to Submit Outline Solutions' (ISOS)	November 2014
Issue of Invitation to Submit Detailed Proposals (ISDP)	February 2015
Competitive Dialogue Meetings	February to April 2015
Issue 'Invitation to Submit Final Tenders' (ISFT)	May 2015
Establish Preferred Bidder and Completion of Due Diligence	August 2015
Education PDS Scrutiny / Executive Decision on Recommendations	September 2015
Contract Commencement (subject to Member decision)	January 2016

4. POLICY IMPLICATIONS

4.1 The market testing proposals are in line with the Council's Corporate Operating Principles and target operating model of a commissioning-led authority establishing who is best placed to deliver services. The proposals are in line with the Education Covenant and the Academy Agenda.

5. FINANCIAL IMPLICATIONS

5.1 Table 1 summarises the supporting financial and personnel information for the services already in the scope of the agreed market testing together with the additional services proposed to be included in expanding the scope of the project.

5.2 All information is based on the 2014/15 Budget Book and 2014/15 Employee Budget Management (EBM) Database.

- 5.3 The table shows the actual costs of each service, with recharges to the Dedicated Schools Grant (DSG) and budgeted income removed. It also shows the actual cost of the service with budgeted income taken into account.
- 5.4 The total controllable funding for the Education Services proposed to be in scope of the market testing process is £46,951,220. 88% (£41.12M) of this is recharged to DSG, the remaining 12% (£5.83M) is RSG (of which over half relates to Bromley Adult Education).
- 5.5 The funding total is adjusted to take into account current income targets, together with other external sources of funding such as grants (totalling £162k DSG and £3.9M RSG). This adjusts the controllable funding to £42,888,240.
- 5.6 The majority of this total (£32.53M) is related to third party payments, principally funding for Special Educational Needs placements / matrix funding together with Free Early Years funding to nurseries and similar settings. This element of the budget will not necessarily form part of the contract price of a contract for services (subject to the outcome of the market testing process), but the funds may be administered through an external contract arrangement.
- 5.7 Discounting the cost of Third Party Payments, the funding envelope for Education Services is:
- DSG: £8,484,320
 - RSG: £1,877,380
 - Total: £10,361,700
- 5.8 Of this total, £1.18M of DSG funds is related to external payments for **commissioned** Supplies and Services (e.g. Professional Fees, Educational Equipment, Speech & Language Contracts). In addition, £2.1M are recharges in to the service of which £1.56M relates to the recharging of social care costs to education for young people with SEN.
- 5.9 Non-controllable costs (corporate recharges), not included above, apportioned to the Education Services in the scope of this report total £3,250,110, of which £1.35M is related to DSG and £1.9M relates to RSG. £1.09M of the RSG non-controllable costs are related to Bromley Adult Education.
- 5.10 Consideration may need to be given as to the impact of non-controllable costs in the event of an outsourced solution (subject to decision by Members). Non-controllable costs will still be incurred by the Council but they may, in part or in whole, no longer be able to be recharged to DSG or Bromley Adult Education grant income; the charges will need to be dispersed across other cost centres. However, the price for an outsourced service would still incur non-controllable costs funded through a contract. Therefore there is a risk of double-funding until a corporate solution is applied to reduce non-controllable costs (accommodation, support services, computers) to reflect the outcome of a commissioning approach to services.

Table1: 2014/15 Budget Information by Service for Education Services (excluding recharges to DSG)

Service	Funding			Personnel
	Budget	DSG	RSG	
Admissions	Controllable Sub-Total	286,080	237,670	14 Posts 12.4 FTE
	Income	-10,000	0	
	Controllable Total	276,080	237,670	
Education Welfare	Controllable Sub-Total	0	368,870	10 posts 9.5 FTE
	Income	0	-133,430	
	Controllable Total	0	235,440	

Service	Funding			Personnel
	Budget	DSG	RSG	
Behaviour Services	Controllable Sub-Total	1,365,810	0	24 posts 20.21 FTE
	Income	-152,000 SEN recharge	0	
	Controllable Total	1,095,080	0	
Early Years	Controllable Sub-Total	15,516,920 Of which £15,44M relates to FEE payments	465,130	16 posts 14.36 FTE
	Income	0	0	
	Controllable Total	15,516,920	465,130	
School Standards	Controllable Sub-Total	497,000	146,290	10 posts 8.5 FTE
	Income	0	-12,110 EFA Grant	
	Controllable Total	497,000	134,180	
Workforce Development & Governor Services	Controllable Sub-Total	44,400	116,140	3 posts 3 FTE
	Income	0	-50,240	
	Controllable Total	44,400	65,900	
SEN Inclusion Support	Controllable Sub-Total	1,994,760	535,930	63 posts 47.09 FTE
	Income	0	-66,260	
	Controllable Total	1,994,760	469,670	
Specialist Support & Disability	Controllable Sub-Total	2,630,190	0	93 posts 50.6 FTE
	Income	0	0	
	Controllable Total	2,630,190	0	
Special Educational Needs	Controllable Sub-Total	18,779,820 Of which £16.4M relates to Third Party Payments and £1.56M relates to Social Care recharges	702,920	16 posts 13.81 FTE
	Income	0	0	
	Controllable Total	18,779,820	702,920	
Bromley Adult Education	Controllable Sub-Total	0	3,037,100	59 posts 66.26 FTE
	Income	0	-3,638,940	
	Controllable Total	0	-601,840	
Other	Controllable Sub-Total	5,000	221,190	4 posts 4 FTE
	Income	0	0	
	Controllable Total	5,000	221,190	
All Services	Controllable Sub-Total	41,119,980	5,831,240	311 posts 248 FTE
	Controllable Sub-Total Overall		46,951,220	
	Income Sold Services	-10,000	-1,794,410	
	Income Recharges Out	-152,000	0	
	Income Grants	0	-2,106,570	
	Controllable Total including Income	40,957,980	1,930,260	
	Overall Controllable Total including Income		42,888,240	

Service	Funding		Personnel
	Budget	DSG	
	Non-Controllable Total	1,350,330	1,899,780
	Non-Controllable Overall Total	3,250,110	

6. LEGAL IMPLICATIONS

- 6.1 These are Part B Services for the purposes of Schedule 1 to the Public Contract Regulations 2006 (as amended). For Part B services there is a lighter regulatory regime under the 2006 regulations mainly covering non-discriminatory simplification and publishing award notices. Regards must also be had to government guidance to ensure the appropriate level of advertising needed to demonstrate a transparent process, The Council also has to have regard to its general fiduciary duty to local tax payers to secure value for money and comply with internal procurement and financial regulations in the process followed.
- 6.2 These are currently Part B Services for the purpose of Schedule 1 to the Public Contract Regulations 2006 (as amended). The 2014 EU Procurement Directives were approved by the European Parliament on 15 January 2014 and by the EU Council on 11 February 2014. These Directives were published in the Official Journal of the EU on 28 March 2014 and came into force on 17 April 2014. EU member states have 2 years to implement them in national legislation.
- 6.3 One of the main reforms in the new Directives is the removal of the distinction between Part A ("priority") and Part B ("non-priority") Services. This means that the services currently listed in the Part B Services category will be subject to the full procurement regime under the new Directives. There will, however, remain a list of social, health, cultural and assimilated services which will be subject to a lighter touch regime under what has been described as a new simplified procedure. This new simplified regime will have a higher threshold of €750,000 and the only obligations, apart from general EU principles, which apply are the rules in relation to transparency and publicity. As the market testing of Education Services is expected to commence prior to the new directives being implemented in national legislation, they will be treated as Part B services. In practice, due to the size and scope of the market testing process, the Council will follow the principles of the full procurement regime.
- 6.4 The proposals are intended to maintain service standards for customers and it is not expected there will be any detriment to service users with protected characteristics. However the Council will review its equality obligations throughout the various stages of the process.

7. PERSONNEL IMPLICATIONS

- 7.1 If Members agree the recommendation to expand the market testing of services, staff and their representatives will be engaged as early as practical at each stage of the process going forward, subject of course to any commercially sensitive information. There will also be engagement with service users and representatives who might be affected by the proposals. In advance of consideration of the proposal by Executive to expand the scope of the market testing, all Education staff will have been informed of the proposal by letter (copied to Trade Union and Departmental Representatives) and briefing sessions will have been arranged or will have taken place for managers and heads of service (who will then brief their teams) and Trade Union / Departmental Representatives.
- 7.2 Any staffing implications, such as redundancies or the TUPE related transfer of staff, arising from the recommendations in this report will need to be carefully planned for and managed in accordance with Council policies and procedures and with due regard for the existing

framework of employment law. The tendering process will consider whether or not the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) would apply and the consequential legal and financial implications arising from this. Given the scale and number of staff involved, additional HR support will also be considered to minimise the impact on affected staff.

Non-Applicable Sections:	
Background Documents: (Access via Contact Officer)	Commissioning Team Programme Budget (DRR13/043) Future Role of the LA in Education Services (ED13032) Commissioning Review of Education Services (ED13085)

This page is left intentionally blank

Report No.
ED15069

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Education Policy Development and Scrutiny Committee

Date: 2nd July 2014

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

Title: EDUCATION PROGRAMME 2014/15

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: Borough-wide

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; and,**
- a. **Consider the establishment and reconstitution of Education PDS Committee Working Groups for 2014/15;**
 - b. **Agree that the Education Budget Sub Committee be reconvened for 2014/15 and that the revised Terms of Reference be approved;**
 - c. **Note and comment on the proposed school visits for the Autumn Term 2014/15**
- 2.2 **The Education Portfolio Holder is invited to comment on the Education PDS 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: Not 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 2014/15 and if so, agree the membership for this Sub-Committee and the revised terms of reference as considered at the meeting of Education Budget Sub-Committee on the 24th June 2014.
- 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 2013/14, the Education PDS Committee 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. Members are asked to consider whether this Working Group should be reconstituted for 2014/15 and, if so, agree the membership for this Working Group.
- 3.7 The Education PDS Committee is also asked to consider the setting up of a School Improvement Panel (Working Group) to be convened when schools identified as requiring improvement are failing to make satisfactory progress. If this new Working Party is agreed, the PDS Committee are asked to nominate members.
- 3.8 There are two standing **Executive Member Working Party's** focusing on Special Educational Needs and Child Safeguarding and Corporate Parenting Arrangements.

Council Member Visits

- 3.9 The Visit Schedule for 2014/15 is currently being programmed, as usual this year the plan is to have five schools (Academies) visited between September and December 2014.

Three Secondary Schools/Academies

- Coopers School (Academy)
- Bishop Justus CE School (Academy)
- Hayes School (Academy)

Two Primary Schools/Academies

- Hayes Primary School (Academy)
- Poverest Primary School (Community)

- 3.10 All Elected Council Members and Co-opted Members are invited to attend Council Member Visits and are asked to make known their interest by responding to the emails from cheryl.adams@bromley.gov.uk

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

EDUCATION PDS PROGRAMME 2014/15

Education Budget Sub Committee	9th Sept 2014
Education PDS	30th Sept 2014
Item	Status
Basic Need Programme Update	
Update on Proposed School Expansions for 2015/16	
Capital Funding of Two Year Old Expansion - Update	
Update on the effect of new remand on the number of LAC	
Update of the 2013/14 Education Portfolio Plan	
SEN Pathfinder Champion - Drawdown of Funds	
Day Nursery Provision – Options for Future Delivery	
Update on the Bromley Adult Education changes	
Update on Under Performing Schools - inc update on categorisation report, risk analysis, support being provided by LA	Standing Item
Bromley Academy Programme & Free School Update	Standing Item
Minutes from Budget Sub Committee	Standing Item
Update from Executive Working Party for SEN	Standing Item
ED PDS Work Programme & Members Visits	Standing Item
Education Contract Activity Report 2014/15	Standing Item
SACRE	8th Oct 2014
Education Budget Sub Committee	16th Oct 2014
Education PDS	5th Nov 2014
Item	Status
Draft Education Portfolio Plan 2015/16	
Strategic Plan - Development of Secondary School Places 2016 - 22	
Primary School Development Plan - Update	
Progress on implementing the recommendations of the School Governance Working Group	
Update on Under Performing Schools - inc update on categorisation report, risk analysis, support being provided by LA	Standing Item
Bromley Academy Programme & Free School Update	Standing Item
Minutes from Budget Sub Committee	Standing Item
Update from Executive Working Party for SEN	Standing Item
ED PDS Work Programme & Members Visits	Standing Item
Education Contract Activity Report 2014/15	Standing Item
Education Budget Sub Committee	6th Jan 2015
Education PDS	27th Jan 2015
Item	Status
Update on development of PRU provision at Grovelands and the broader issue of education provision for pupils with SEBD	
Update on Under Performing Schools - inc update on categorisation report, risk analysis, support being provided by LA	Standing Item
Education Outcomes for LBB Children in Care	

Education PDS	27th Jan 2015
Not in Education, Employment or Training (NEET) Update	
Bromley Academy Programme & Free School Update	Standing Item
Minutes from Budget Sub Committee	Standing Item
Update from Executive Working Party for SEN	Standing Item
ED PDS Work Programme & Members Visits	Standing Item
Education Contract Activity Report 2014/15	Standing Item
SACRE	11th Feb 2015
Joint Care Services & Education PDS	26th Feb 2015
Education Budget Sub Committee	3rd Mar 2015
Education PDS	10th Mar 2015
Item	Status
Update on Under Performing Schools - inc update on categorisation report, risk analysis, support being provided by LA	Standing Item
Commissioning Review of Education Services	
Raising the Participation Age Strategy Process Update	
Standards of Attainment in Bromley Schools 2013	
Annual Report of the Education PDS Committee	
Bromley Academy Programme & Free School Update	Standing Item
Minutes from Budget Sub Committee	Standing Item
Update from Executive Working Party for SEN	Standing Item
ED PDS Work Programme & Members Visits	Standing Item
Education Contract Activity Report 2014/15	Standing Item

By virtue of paragraph(s) 3, 4 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

This page is left intentionally blank