

**Decision Maker:** CHILDREN, EDUCATION AND FAMILIES PDS COMMITTEE

**Date:** 15 March 2022

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

**Title:** EDUCATION OUTCOMES REPORT 2021

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**Chief Officer:** Jared Nehra, Director of Education

**Ward:** (All Wards);

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1. Reason for report

This report summarises the limited education outcome data for children attending Bromley schools in 2021.

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2. **RECOMMENDATION(S)**

- 2.1 **Members are asked to note and comment on the education outcomes for children in Bromley schools for the academic year 2020/21**

Impact on Vulnerable Adults and Children

1. Summary of Impact:
- 

Corporate Policy

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

Financial

1. Cost of proposal: Not Applicable:
  2. Ongoing costs: Not Applicable:
  3. Budget head/performance centre:
  4. Total current budget for this head: £
  5. Source of funding:
- 

Personnel

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

Legal

1. Legal Requirement: Not Applicable
  2. Call-in: Not Applicable:
- 

Procurement

1. Summary of Procurement Implications: Not Applicable
- 

Customer Impact

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

Ward Councillor Views

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

### **3 INTRODUCTION**

- 3.1 This report summarises the 2021 education outcomes for children in Bromley schools currently available.
- 3.2 Due to the impact of the COVID-19 pandemic, most exams and assessments did not take place in 2019/20 or 2020/21. As a result of this, the government announced that it would not publish school or college level results data in autumn 2020 or in autumn 2021. The limited data that has been made available, is not comparable to the 2019 outcome data. [DfE Compare Schools](#).
- 3.3 This report includes a summary of the available outcomes, which includes the Year 2 phonic screening check results.
- 3.4 In addition, the report contains the overall GCSE teacher assessment grades. This includes the percentage of pupils achieving English Baccalaureate (grades 5 + in English & maths), the percentage of pupils achieving grades 5+ in English and mathematics GCSEs, average attainment 8 score of all pupils and the average EBacc APS score per pupil and the APS per 'Best 3' entries.
- 3.5 School inspections were suspended by OFSTED from March 2020 and did not recommence until May 2021. However, OFSTED did not inspect secondary schools in the first half of the summer term to allow leaders and staff time to focus on submitting teacher-assessed grades.
- 3.6 This report summarises the OFSTED profile of Bromley schools up to the end of July 2021 with an update on inspections undertaken during the autumn term of the 2021/22 academic year.
- 3.7 Section 4 of the report sets out the key educational priorities for 2022 and section 5 summarises the outcome from the recent education OFSTED annual conversation.

### **4 Education Outcomes**

- 4.1 Due to the pandemic, the Department for Education did not publish any national, regional, local or constituency statistics based on key stage 1 and 2 assessments, tests, GCSEs, AS levels or A levels in 2021.
- 4.2 All those working with schools and colleges, such as OFSTED, Department for Education regional teams and local authorities, were advised to use data from previous years when assessing school and college performance.
- 4.3 In 2021, secondary school teachers graded GCSEs and A-levels using a variety of methods based on teacher assessment. Because pupils missed education during the pandemic, exam grades are not comparable to previous years.
- 4.4 Outcomes in phonics**
- 4.4.1 During the academic years 2020 and 2021, the Y1 phonic screening check was cancelled. Instead, pupils who were in Y1 during the 2019/20 sat the phonics screening check when they were in Y2, during December 2020. The same applied for the 2020/21 academic year. This data is not comparable with Y2 phonic data in previous years because the Y2 check is usually taken in the month of June, and only for a small number of children who did not meet the standard in the previous year when they were in Y1.

**Table 1: Percentage of Pupils meeting the expected standard in Phonics - Year 2**

Percentage of Pupils meeting the expected standard in Phonics (Year 2) Previous data not comparable.	England			Bromley				
	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21
	91.0%	78.3%	79.4%	n/a	n/a	94.0%	79.2%	83.5%

#### 4.5 GCSE outcomes 2020/21

- 4.5.1 The table below shows a limited set of data that includes national and local GCSE outcomes for the pre-pandemic academic year 2018/19, alongside data for the 2019/20 and 2020/21 pandemic years. 2019/20 and 2020/21 saw an increase to GCSE outcomes in Bromley and nationally. The reasons for this include alternative assessment methods used during the pandemic.
- 4.5.2 The English Baccalaureate (EBacc) is an accountability measure in England. It measures the proportion of children who secure a grade 5 or above in English, Maths, Science, a humanity and a language GCSE.
- 4.5.3 The GCSE grading system is on a scale from 9 to 1. The highest grade is 9, with 1 being the lowest. A grade of 5 is known as a strong pass.
- 4.5.4 Attainment 8 data measures the results of pupils in 8 GCSE-level qualifications and is a way of measuring how well children do in key stage 4.
- 4.5.5 Average point score (APS) is a measure of the best 3 per student entered for at least one A level or Applied A level in Bromley (see Table 3)
- 4.5.6 Table 2 below sets out the GCSE outcome data, showing the comparison between Bromley and England over a three-year period.

**Table 2: GCSE outcomes 2018/19, 2019/20 and 2020/21**

	ENGLAND			BROMLEY		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
% of pupils achieving the English Baccalaureate (grades 5 + in English & maths)	17.2%	21.3%	21.5%	27.3%	32.8%	33.4%
Percentage of pupils achieving grades 5+ in English and mathematics GCSEs	43.4%	49.9%	51.9%	51.10%	56.90%	59.50%
Average Attainment 8 score of all pupils	46.8	50.2	50.9	50.8	54.5	55.2
Average EBacc APS score per pupil	4.08	4.38	4.45	4.6	4.93	5.01

**Table 3: Average Point Score for Bromley**

	ENGLAND			BROMLEY		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
APS per 'Best 3' entries	Not available	Not available	Not available	33.86	39.92	41.25

**5. OFSTED Inspections of schools**

- 5.1 As of 31 July 2021, there were 101 state funded schools in Bromley, of which 99 had an OFSTED judgement. Bullers Wood School for Boys and Eden Park High School as relatively new schools had no inspection judgement at that time and were awaiting their first inspection.
- 5.2 One Bromley school was inspected between the recommencement of inspections in May 2021 and the end of the academic year. It was a section 8 inspection and their good grade remained in place.
- 5.3 At the end of the 2021 academic year, 97% of Bromley state schools that had been inspected were graded as good or better. This compares favourably to the London average of 92% and a national average of 86%.
- 5.4 Seven schools were inspected between September 2021 and December 2021. The outcome of the inspections made little impact on the overall percentage of schools in Bromley being judged as good or better. There was a reduction by one of the overall number of outstanding schools. However, the school, previously judged outstanding in 2007, had not been inspected since before converting to academy status in 2014.
- 5.5 Table 4 presents a list of the schools in Bromley inspected between May 2021 and December 2021 alongside the grade awarded.

**Table 4: of OFSTED inspections and outcomes**

Primary	Outcome	Secondary	Outcome
<b>Inspection completed in 2020/2021 Academic year</b>			
Gray's Farm Primary	Good		
<b>Inspections completed in autumn term 2021</b>			
St James Roman Catholic Primary	Outstanding	Langley Park School for Girls	Good
St Vincent's Catholic Primary School	Good	Eden Park High School	Good
Harris Primary Academy Beckenham Green	Good		
Crofton Infant School	Outstanding		

## 6 Key Shared Priorities for 2022 – agreed with Bromley Headteacher Forum Chairs

- 6.1 **Closing education gaps:** Schools were closed to most children from March 2020, when they shifted to remote learning, until a phased return that commenced in June 2020. The second school closure period was from January to March 2021, when a rise in COVID-19 cases meant that schools were again closed to most children. There is a concern that educational gaps for disadvantaged and vulnerable pupils widened during this period. Closing educational gaps is an area of concern and therefore, a key priority for all Bromley schools. This is being reinforced through the work of the Bromley Schools Standards Team with schools and will be the primary focus of the forthcoming Head Teacher Conference in March 2022.
- 6.2 **Securing good attendance:** Many schools experienced higher-than-average absences during the COVID-19 pandemic. Schools continue to face challenges in tackling absence that remains indirectly related to the pandemic, such as parents' and pupils' anxieties and challenges such as parents not understanding the latest rules about isolation, being generally cautious or taking holidays during term time. Securing good attendance and tackling persistent absence in the borough is a key educational priority, also reflected in national Government policy.
- 6.3 **Mental Health and wellbeing:** The coronavirus pandemic has resulted in fundamental changes to the lives of children and young people. There is evidence to indicate that some children and young people, especially those with certain characteristics, such as those who are disadvantaged economically and those with pre-existing mental health needs, appear to have experienced greater negative impacts on their mental health and wellbeing. Promoting and supporting mental health and wellbeing in schools is key priority in the borough.
- 6.4 To support schools with this priority, the Council has asked all schools to identify a Mental Health and Wellbeing Lead (MHWL). The leads are provided with access to a programme of practical support, network and resources to enable them to fulfil their new role. MHWLs are not expected to diagnose needs or intervene directly, but signpost individuals to the wide range of existing help available and support the school leadership team in the implementation of an embedded whole school approach to mental health and wellbeing. Working with partner agencies, the Council has issued a comprehensive MHW Toolkit, incorporating the extensive resources, guidance and support available within Bromley, which has been well received by multi-agency professionals across the Borough.

## 7 OFSTED Annual Conversation

- 7.1 The OFSTED Annual Engagement meeting took place on 28<sup>th</sup> January 2022, covering both Education and Children's Social Care. The Council always welcomes the opportunity to showcase to our regulators the work taking place within Bromley and the progress being made on our key shared objectives. The Director of Children, Education and Families and Director of Education provided Senior Her Majesty's Inspectors (SHMI) with a presentation on the following key topics:

- **Impact of leadership, management and governance**
- **Mental Health and Wellbeing**
- **Support and challenge for school improvement**
- **Education outcomes**
- **School Attendance and Inclusion**
- **Special Educational Needs and Disabilities**
- **Partnership working on safeguarding**

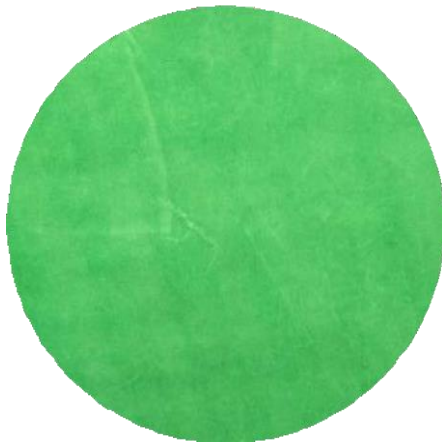
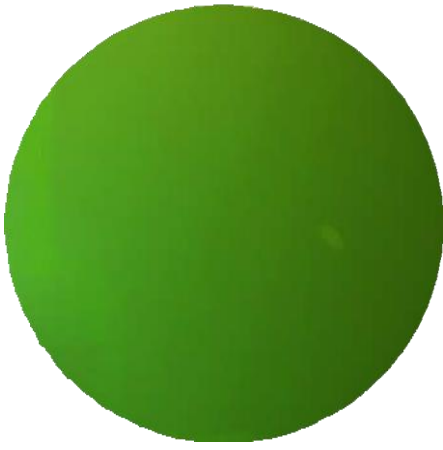
- 7.2 Inspectors were also provided with a copy of 'Our Journey', a storyboard setting out a number of key updates from the Education department – a copy is attached at Appendix A.
- 7.3 SHMI commented it was positive to see such a child focused approach within the documentation presented. No concerns were raised in the positive and constructive discussion.

# **Appendix A**

## **Our Story – Education**

**January 2022**





Education Services  
in Bromley

# Our story

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January 2022



THE LONDON BOROUGH



## **Making Bromley Even Better -**

**we want Bromley to be a fantastic place to live and work, where everyone can lead healthy, safe and independent lives.**

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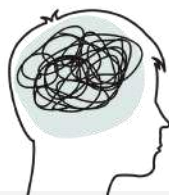
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This storyboard provides a summary of the key issues that relate to the delivery of education and school's services for the London Borough of Bromley. We will reference these issues during our Annual conversation on 28th January 2022.



The **Single Point of Access (SPA)** triages referrals and wherever possible, focuses on early help and intervention outside of NHS services.

**Multi-agency Mental Health and Wellbeing Toolkit** - ‘one stop shop’ for professionals to find information, referral pathways and support available locally.

Successful launch of the **Mental Health and Wellbeing Leads (MHWL) network** took place on 3 November 2021 with over 80 attendees from schools and other settings. The network builds on Anna Freud Centre

The network promotes the Anna Freud Centre 5-step framework to drive an evidence based, whole-school approach

The network also strengthens our “systems wide” approach to identifying needs at the earliest point and ensuring partners link up to address the concerns quickly.





"Can I just say WOW, this resource is amazing and hugely extensive..."

"I am so passionate about the mental health of our children coming back to school and this is brilliant."

"Please pass on my thanks to anyone involved with the toolkit."

*- feedback from an Assistant Headteacher regarding the Mental Health and Wellbeing Toolkit and Network*

**Workforce wellbeing** key priority in the local area, ensuring services are resilient and staff supported.

**Outreach offer** in place for every Bromley school. From January 2022, an additional Mental Health Support Team (MHST) will increase reach of the School Wellbeing Service, targeted to the highest referrers.

CAMHS is focused on supporting the MHWL network with schools and analysing crisis attendance at A&E to provide specificity descriptors for recommended interventions for **earlier identification of needs**. Reduced waiting times pilot work continues in challenging circumstances.



"Thank you for the meeting and the resources that you have sent - it was incredibly informative and a fantastic opportunity for us all"

*- feedback from a school Mental Health and Wellbeing Network lead*



# Local offer and other websites



Significant improvement on the **Local Offer website** has continued at pace with overall improved accessibility and improved content for users across the digital offer.

Developments include increased use of **Easy Read** information and social media connectivity.

Extensive **resources for transition**, including dedicated section on the Bromley Education Matters website and a detailed process for schools and resources to support parents.



"Bromley Local Offer is a great idea. We are highly excited about the development and provision they offer to children, young people and the parent."

- feedback from a parent/carer



# Engagement

with children, young people and their parents and carers



**SEND Matters live events** in November. Another Glades pop-up store ran from 4th to 7th November. The store was visited by over 100 families over the 4 days where the focus was on Early Years and SEN.

**Embracing Diversity Project** launched to respond to the lived experiences of ethnic minority SEND families in Bromley to help foster wider understanding and tailoring of support for SEND families from minority backgrounds.

The **Bromley Parent Engagement SEND Service (BPESSE)**, in conjunction with the Council and SELCCG, have engaged with 694 parents and carers or families in the last year.



"It's great that Bromley is doing something and has given us this opportunity."

- feedback from a parent/carer regarding the Embracing Diversity Project





BPESS volunteers and parent partnership staff have received **training via Contact**.

**“You Said, We Did” approach** now embedded into practice, ensuring families receive feedback on actions taken following extensive local engagement.

London Region survey on **lockdown experience and return to school findings** shared with SEND Governance Board to inform local planning.

**Education, Health and Care (EHC) plan quality assurance** has focused on ensuring the voice of the child or young person is consistently captured and informs outcomes.





## Senco Forum

**Virtual platform introduced for Senco Forums** with well attended network meetings. Forums offer opportunities to discuss complex issues and anonymised case work when appropriate. Bromley's graduated approach and ordinarily available provision informs discussion on increasing inclusiveness of settings and challenge as appropriate. Feedback from school colleagues is highly positive with school staff welcoming the opportunity to network with and learn from others.

Senco Forums and networks provide opportunities to **discuss complex issues and anonymised case work** when appropriate within a safe culture of both support and challenge. Highly positive schools' feedback welcoming the opportunity to network with and learn from others.



"Thank you again for all your support. This session and your Senco meetings are so useful."

*- feedback from a primary school deputy headteacher regarding the Senco Forums*



# Early intervention and dyslexia

Revised guidance and systems for **Pupil Resource Agreements (PRA)** provides alternative access to support without an EHC plan.

A new **specific learning difficulties (SpLD) Padlet** (an interactive digital page) has been launched and SpLD training offer started in September with over 40% of Sencos taking part and training their own school community.

Members allocated funding to SEN Advisory Team to provide an **extended support offer to schools** regarding SpLD and dyslexia.



"We just want to thank you for your visits! We have learnt a lot in such a short space of time and only wish you could have remained with us for longer!"

- feedback from a parent and carer





"Last year I was in a terrible place. Then The Link opened its arms to me and my life changed. Your bubbly, energetic and enthusiastic persona transformed my closed optimism. I came in hopeless and frail and I know that my time with you has changed me forever. I have built resilience, independence and empathy. Dance has been my anchor and you helped me to get back into it which I can't thank you enough for. You have the protectiveness of a lioness over your students and to us that means the world since no one had our backs before you did. My time at The Link has been transformative and I will never, ever lose attachment in my memory and spirit to this place. You were always willing to drop everything to troubleshoot and to me you are like a hero! You have changed my life and so many others. I shan't forget you."

*- feedback from a child using the Home and Hospital Teaching Service*





## Access and inclusion

**Revised Fair Access Protocols (FAP)** have been developed and implemented since September 2021 introducing a more inclusive approach to reduce exclusions.

100% secondary school engagement in FAP/Inclusion meetings and **increased Council oversight of managed moves** between schools supported by the Pupil Referral Unit, Outreach, the Home and Hospital Teaching Service and the chair of Gateway Panel.



"Staff and outreach workers at BTA (Bromley Trust Academy) are exceptional."

- *feedback from a parent and carer*



The FAP process has incorporated **access to additional support via outreach or respite periods** in the PRU ahead of integration into a new school setting.

Pupils with additional needs are identified ahead of the FAP process and, where appropriate, considered at Gateway so that a **package of support can be wrapped around the pupil** as required and form part of the decision processes.



"The Link has been an absolute lifeline for our daughter... L found it extremely difficult at first and we were initially unable to leave her there so had to wait in a separate room whilst she had her lessons. Over time L became very familiar with her new surroundings at The Link and very comfortable with all the staff there and her confidence soon began to return. Of all the professionals involved in L's care, the staff at The Link were always the most understanding and empathetic towards L's needs. They just understood her better than any of the many therapists and other professionals involved which was immensely helpful towards her recovery#."

*- feedback from a parent and carer using the Home and Hospital Teaching Service*

## EHC plans

**EHC needs assessment requests** for the year of 2021 totals 709. 476 new plans have been issued. Despite this significant increase, meeting our 20-week timeline remains at 65% (which remains above the national and London averages).

Members agreed additional funding to significantly **increase the number of EHC plan coordinators** to support the rise in statutory assessments and EHC plans. Additional resource has enabled an increased focus on children and young people with additional vulnerabilities, including Children Looked After, those known to the Youth Offending Service and Preparing for Adulthood through building expertise in these areas.

The Designated Clinical Officer (DCO) has worked jointly with one GP practice to **trial the GP form for EHC needs assessment advice** using a recent tribunal case. Feedback was positive and will feed into the ongoing work to support GPs to contribute to statutory needs assessment processes for young people aged from 18 to 25.

**SEND advice sessions** have been set up in CAMHS for clinicians to seek advice and support from SEND leads and provide quality assurance.



# EHC plan annual reviews

**Roll-out of the EHC Annual Review Communication Plan** in November to drive consistent understanding of the Annual Review process across settings, services and families. Training includes an updated 'suite of documents' and a best practice timeline in response to feedback from professionals and parent carers.

**Termly parent information sessions** help parents to understand the annual review process and how they and their child can get involved.

Multiagency training sessions aimed at professionals from across education, health and social care to increase **understanding of their statutory role in the EHC annual review process**. Bespoke training offer to settings with the highest level of EHC plans.



"I've been really impressed with the Senco and their whole process (EHCP Annual Review). I've been included and asked about my opinion.

I have had plenty of notice about the Annual Review and been provided with the previous reports.

For me it's been clear."

*- feedback from a parent and carer*



# Coherence of systems

**Multi-agency contribution to decision making panels** that sit within the SEN Service has been increased with representation from health colleagues at Bromley Healthcare with the intention that the number of health representatives are increased therefore building more

longer-term sustainability.



"It was a good learning curve for me – I really learnt a lot – I usually write a full medical report for EHC request but I have realised I need to think outside of the box. Makes so much sense not to use jargon."

*- feedback from a Community Paediatrician*



"Good to come from different disciplines – good to see passion from other services."

*- feedback from a Social Work Team Manager*





# Increased specialist provision

**Redwood Academy Special Free School approved** to be operated by Rivermead Inclusive Trust. Detailed feasibility underway on the proposed 152 place school and multi-agency centre of excellence for Autism.

Construction of **new premises for Marjorie McClure special school** started in October 2021 due for completion January 2023.

Council has commenced a **major 15-month programme of the specialist and alternative provision estate**. The work will inform the application of the Council's high needs provision capital allocation and sufficiency work to increase local provision.

Expression of interest submitted for **additional specialist toileting facilities** based on engagement with families on the preferred location.

Working with Bromley Down Syndrome Parent Group to develop a **pathway for children and young people with Down Syndrome** in the borough and to increase evidence/research based training opportunities and support for schools and settings in meeting needs.



"We would like to see a wider offer of social and leisure opportunities with an extended, more flexible curriculum."

*- feedback from a parent/carer regarding the Redwood Academy Free Special School*

# Training

**Enhanced annual training programme** for the Statutory Assessment Team with multi-agency expertise shared across education, health and care, including an induction programme.

The SEND Training Collaborative provides **comprehensive training and networking offer** across the four areas of SEN for all professionals across the local area.

A new well evaluated training offer is available to early years providers related to **supporting children with Social, Emotional and Mental Health (SEMH) needs**. Supported by the SEN Advisory Teams and the Primary Outreach Team.



"Thank you so much for the brilliant training - so many staff have referred to it today, telling me the impact that it has had on their understanding and the need for them to review their practice in one way or another."

*- feedback from a Primary School Senco*



# Therapies, including OT

The new Associate Director for Children and Young People's Integrated Commissioning leading project to **establish a Community Children and Young People's Integrated Therapy Service.**

Engagement sessions with parents and carers have taken place, the feedback of which will help to shape and design the **joint Speech, Language and Communication Needs (SLCN) strategy and therapy offer.**



"The 6th Form at the Glebe is great. They have social groups where a speech and language therapist have input; it's a collaboration and I'm seeing improved outcomes for my son."

*- feedback from a parent or carer*



# Autism

Bromley All Age Autism Partnership held engagement sessions with young people and adults with autism and their parents & carers to inform the new **All-Age Autism strategy for Bromley**.

**Autism diagnostic pathway overview** is a collaborative piece of work aiming to display the different pathways towards an Autism Diagnostic Assessment and de-mystify the paths for parents & carers and professionals.

Working with families, the **Autistic Spectrum Condition (ASC) Family Support contract** has been changed to a more intensive specialist offer for those families that require short term, time limited key working. The targeted offer is now supported by the creation of a new ASC Targeted Support Coordinator role that sits within the Early Intervention and Family Support Service (EIFS).

Bromley selected as **regional lead for Autism Education Trust (AET) training**, leading to roll out of major autism training programme for education settings.



"Autism is like playing a game of Monopoly where everyone, but you know the rules."

*- feedback from our Young Advisors who have informed our All-Age Autism Action Plan and priorities*



The Board has **implemented the 'Bromley Autism Promise'** amongst local businesses, services and retailers which allows them to work towards an accreditation scheme which proves they are 'Autism aware'. Positive interest from across the borough.

There is now a **separate ASC section on Bromley Education Matters** – linking in with the Bromley All-age Autism Partnership action plan.



# Transition

**The 0-25 Transformation Project** is due to conclude Spring 2022. The key focus of the project is to scope potential ways to improve the present transitional arrangements in place between children and adult services. This will review and consider options for the information and advice provided for young people and their parents & carers from year 9 (14 years of age) jointly from Children, Education and Families Services, Adult Services and Health Services to support young people and their parents & carers in making informed decisions and develop local services.

A new **one year supported employment scheme** started in September at the Princess Royal University Hospital (PRUH) as a result of a joint Council, NHS and London South East Colleges (LSEC) collaboration.

Young people who have an ASC or other disabilities will be able to try a variety of roles within the hospital until July 2022.

**A 100-day challenge to increase employment opportunities** has been launched seeking to develop more employment opportunities for young people and adults with disabilities in Bromley.

An **inaugural transition event** was held during October half term break which was well received by professionals, families and their young people, with over 76 attending the event.

Bromley selected to be part of a project run by the Department for Education coordinated by the national Preparing for Adulthood (PFA) team, aiming to **improve employment pathways for young people with additional needs**.



New **SEND Information Officer** joined SEN Advisory Team from September providing information and advice to young people and their families on preparation for adulthood.

Positive work has taken place with **Bromley CAMHS/Bromley Wellbeing** to establish strong protocols for the transition of children and young people to adult services.



"Transition to secondary school has been particularly difficult. It has been so important to have someone to go to with help in getting things dealt with and having someone to talk to about all our difficulties. It can be extremely overwhelming at times and your help and support has been and still is invaluable."

*- feedback from a parent/carer*



# Response to the pandemic

**Extensive, rapid support to schools and settings following an outbreak** to keep provision open and ensure prioritisation of vulnerable children, including monitoring of attendance of children known to social care.

Short breaks during lockdown has evidenced **fewer providers redeploying key children's services staff**. Commissioned overnight respite service at Hollybank has remained open since November 2020.

The **range and flexibility of the short breaks service** has reacted to the needs of families during the COVID-19 pandemic.



"We have been allowed to have some flexibility in use of our direct payments to buy items to support my child."

*- feedback from a parent/carer*



"During the meeting where we had feedback from the [service] provider, the provider particularly singled out Bromley as being the most helpful borough, and the head teachers were the most engaged and so were the staff. The support the provider received from Bromley colleagues far outstripped that of other London boroughs. We are very proud of all of you, and thank you very much, we are very grateful."

*- feedback from a Public Health Consultant to Headteachers*



We worked with our partners to **deliver the COVID-19 vaccination programme**, including pop-up clinics at Riverside and Marjorie McClure Schools and the Phoenix Centre. FAQs and reasonable adjustments guidance issued to make the experience as positive as possible.

We provided a **comprehensive winter support offer for families** through an extensive all-age Holiday Activity and Food (HAF) programme, supermarket vouchers for all disadvantaged children and Household Support Grants.



"Just wanted to say thank you for all the information you send through. Last year and especially through lockdown, it proved really valuable."

- feedback from a primary leader







"Thank you so much... she has had so much fun it's made my life so much easier as my youngest daughter is autistic and severe delay in speech and language and social skills so this has given her time to have fun and not act like a mum to her sister lol....., she already a lot happier and smiling so much.

Thank you again this programme is amazing and hope it continues."

*- feedback a parent on the HAF programme*



# Elective Home Education (EHE) and Children Missing Education (CME)

The **Director of Education chairs monthly multi-agency challenge and scrutiny** of every CME, Children Missing out on Education (CMOE), EHE and outstanding admission case, by exception.

The early phases of the pandemic saw a spike in EHE numbers, leading the Directorate to promptly **committing funding for two new posts**, doubling the size of the team. This has enhanced the service to the elective home education community, with more time to build relationships with home educators reducing some of the anxieties felt within the community, leading to better engagement with the service.

As of December 2021, there are 319 **children registered as home educated**. This cohort is supported by one dedicated Education Welfare Service (EWS) officer, two EHE officers and an administration support officer.



“I and my children are always excited when it's time for Rachel's visit! It's a time for my kids to show off the skills they have acquired over the year and the books they have read. They revel in her attention and encouragement and I love seeing that! I also appreciate the opportunity to ask advice about things I am new to and Rachel always points me in the right direction. A very grateful mum of two children.”

*- feedback from a primary leader*

**26 EHE children have an EHC Plan.** The SEN Service and Access to Education Service work closely together to ensure that children receive the provision set out within their EHC plan and appropriate support is provided. The education advisor has access to a designated educational psychologist and advisory teachers in the SEN Advisory Team for advice and, if necessary, to escalate any concerns so that a specialist can contribute to the annual review of the EHC plan.

**EHE policy strengthened** for the 2020/21 academic year to reflect existing practice in relation to Children subject to Child Protection (CP) or those known to Children's Social Care (CSC) seeking to home educate. Practice has included the engagement of CSC when children from families supported by CSC elect to home educate. This policy is currently being reviewed for the academic year 2021/22 in light of recent developments in EHE legal cases (Portsmouth City Council, November 2021).

There is a high level of awareness of the need to **protect vulnerable children** and retain access to specialist professional support. Currently as of November 2021, two children who are electively home educated have a Child Protection Plan in place and three who are electively home educated have a Child in Need plan. These arrangements continue to be closely monitored via regular home visits. The frequency and nature of visits by advisers is risk-assessed.

Since the early summer of 2021 we have continued to **visit these young people through home visits** (socially distanced). During the earlier lockdown period we needed to resort to telephone calls, which proved fruitful, resulting in examples of work being provided in many cases. In addition, vulnerable families were contacted weekly as a direct response to COVID-19 during lockdown to check all was well.



Where the Council was **unable to satisfy itself that a young person is in receipt of an education**, a failure to satisfy letter is sent by the EHE officer. Where the parent continued to fail to provide evidence of the education, the case has been referred to the CME officer for the School Attendance Order (SAO) process to begin.

We continue to **reinforce our organisational links with health visitors and community nurses** to raise their awareness of home education and of appropriate actions where they suspect a child may be missing education. The Bromley Safeguarding Children Partnership (BSCP) continues to scrutinise performance in supporting children who are electively home educated.



# Other

The **creation of a Learning Disability Board** in October with an accompanying action plan.

A **revised transport policy has been prepared for consultation** in Spring 2022. As a result of initial feedback from parent groups, it is intended that the policy will include more flexible approaches to deliver transport support through Personal Transport Budgets and dedicated Home to School Travel Training when it is safe and appropriate.

Our health provider is **developing processes to better identify and engage with services** involved with a child undergoing an EHC needs assessment.







# Making Bromley Even Better -

**a place where children and young people grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home**



THE LONDON BOROUGH

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A product of the Strategy, Performance and Corporate Transformation Division