

Information for members of the public

Attending meetings and access to information

You have the right to attend formal meetings such as full Council, committee meetings, and Scrutiny Commissions and see copies of agendas and minutes.

However, on occasion, meetings may, for reasons set out in law, need to consider some items in private.

Due to ongoing mitigations to prevent the transmission of COVID, public access in person is limited to ensure social distancing. If you wish to attend a meeting in person, you are required to contact the Democratic Support Officer in advance of the meeting regarding arrangements for public attendance. A guide to attending public meetings can be found here on the [Decisions, meetings and minutes page](#) of the Council website.

Dates of meetings and copies of public agendas and minutes are available on the Council's website at www.cabinet.leicester.gov.uk, or by contacting us using the details below.

To hold this meeting in as Covid-safe a way as possible, all attendees are asked to follow current Government guidance and:

- maintain distancing while entering and leaving the room/building;
- remain seated and maintain distancing between seats during the meeting;
- wear face coverings throughout the meeting unless speaking or exempt;
- make use of the hand sanitiser available;
- when moving about the building to follow signs about traffic flows, lift capacities etc;
- comply with Test and Trace requirements by scanning the QR code at the entrance to the building and/or giving their name and contact details at reception prior to the meeting;
- if you are displaying Coronavirus symptoms: a high temperature; a new, continuous cough; or a loss or change to your sense of smell or taste, you should NOT attend the meeting, please stay at home, and get a PCR test.

Making meetings accessible to all

Wheelchair access – Public meeting rooms at the City Hall are accessible to wheelchair users. Wheelchair access to City Hall is from the middle entrance door on Charles Street - press the plate on the right hand side of the door to open the door automatically.

Braille/audio tape/translation - If you require this please contact the Democratic Support Officer (production times will depend upon equipment/facility availability).

Induction loops - There are induction loop facilities in City Hall meeting rooms. Please speak to the Democratic Support Officer using the details below.

Filming and Recording the Meeting - The Council is committed to transparency and supports efforts to record and share reports of proceedings of public meetings through a variety of means, including social media. In accordance with government regulations and the Council's policy, persons and press attending any meeting of the Council open to the public (except Licensing Sub Committees and where the public have been formally excluded) are allowed to record and/or report all or part of that meeting. Details of the Council's policy are available at www.leicester.gov.uk or from Democratic Support.

If you intend to film or make an audio recording of a meeting you are asked to notify the relevant Democratic Support Officer in advance of the meeting to ensure that participants can be notified in advance and consideration given to practicalities such as allocating appropriate space in the public gallery etc..

The aim of the Regulations and of the Council's policy is to encourage public interest and engagement so in recording or reporting on proceedings members of the public are asked:

- ✓ to respect the right of others to view and hear debates without interruption;
- ✓ to ensure that the sound on any device is fully muted and intrusive lighting avoided;
- ✓ where filming, to only focus on those people actively participating in the meeting;
- ✓ where filming, to (via the Chair of the meeting) ensure that those present are aware that they may be filmed and respect any requests to not be filmed.

Further information

If you have any queries about any of the above or the business to be discussed, please contact:

Jacob Mann , Democratic Support Officer on 0116 454 5843.

Alternatively, email jacob.mann@leicester.gov.uk, or call in at City Hall.

For Press Enquiries - please phone the **Communications Unit on 0116 454 4151.**



USEFUL ACRONYMS IN RELATION TO OFSTED AND EDUCATION AND CHILDREN'S SERVICES

(updated November 2015)

Acronym	Meaning
APS	Average Point Score: the average attainment of a group of pupils; points are assigned to levels or grades attained on tests.
ASYE	Assessed and Supported Year in Employment
C&YP	Children and Young People
CAMHS	Child and Adolescent Mental Health Service
CFST	Children and Families Support Team
CICC	Children in Care Council
CIN	Children in Need
CLA	Children Looked After
CLASS	City of Leicester Association of Special Schools
COLGA	City of Leicester Governors Association
CPD	Continuing Professional Development
CQC	Care Quality Commission
CYPF	Children Young People and Families Division (Leicester City Council)
CYPP	Children and Young People's Plan
CYPS Scrutiny	Children, Young People and Schools Scrutiny Commission
DAS	Duty and Advice Service
DCS	Director of Children's Services
EAL	English as an Additional Language
EET	Education, Employment and Training
EHA	Early Help Assessment
EHCP	Education Health and Care Plan
EHP	Early Help Partnership
EHSS	Early Help Stay Safe
EIP	Education Improvement Partnership

ELG	Early Learning Goals: aspects measured at the end of the Early Years Foundation Stage Profile
EY	Early Years
EYFS	Early Years Foundation Stage: (0-5); assessed at age 5.
EYFSP	Early Years Foundation Stage Profile
FS	Foundation Stage: nursery and school Reception, ages 3-5; at start of Reception a child is assessed against the new national standard of 'expected' stage of development, then teacher assessment of Foundation Stage Profile areas of learning
FSM	Free School Meals
GCSE	General Certificate of Education
GLD	Good Level of Development
HMCI	Her Majesty's Chief Inspector
HR	Human Resources
ICT	Information, Communication and Technology
IRO	Independent Reviewing Officer
JSNA	Joint Strategic Needs Assessment
KPI	Key Performance Indicator
KS1	Key Stage 1: National Curriculum Years (NCYs) 1 and 2, ages 5-7; assessed at age 7.
KS2	Key Stage 2: NCYs 3, 4, 5, and 6, ages 7-11; assessed at age 11.
KS3	Key Stage 3: NCYs 7, 8 and 9, ages 11-14; no statutory assessment.
KS4	Key Stage 4: NCYs 10 and 11, ages 14-16; assessed at age 16.
KTC	Knowledge Transfer Centre
LA	Local Authority
LADO	Local Authority Designated Officer
LARP	Leicester Access to Resources Panel
LCCIB	Leicester City Council Improvement Board
LCT	Leicester Children's Trust
LDD	Learning Difficulty or Disability
LESP	Leicester Education Strategic Partnership
LLEs	Local Leaders of Education
LP	Leicester Partnership

LPP	Leicester Primary Partnership
LPS	Leicester Partnership School
LSCB	Leicester Safeguarding Children Board
LSOAs	Lower Super Output Areas
MACFA	Multi Agency Case File Audit
NCY	National Curriculum Year
NEET	Not in Education, Employment or Training
NLEs	National Leaders of Education
NLGs	National Leaders of Governance
OFSTED	Office for Standards in Education, Children's Services and Skills
PEPs	Personal Education Plans
PI	Performance Indicator
PVI	Private, Voluntary and Independent
QA	Quality Assurance
RI	Requires Improvement
SA	Single Assessment
SALT	Speech and Language Therapy
SCR	Serious Case Review
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SIMS	Schools Information Management Systems
SLCN	Speech, Language and Communication Needs
SLEs	Specialist Leaders of Education
SMT	Senior Management Team
SRE	Sex and Relationship Education
TBC	To be Confirmed
TFL	Tertiary Federation Leicester
TP	Teenage Pregnancy
UHL	University Hospitals Leicester
WIT	Whatever it Takes
YOS	Youth Offending Service
YPC	Young People's Council

PUBLIC SESSION

AGENDA

FIRE / EMERGENCY EVACUATION

If the emergency alarm sounds, you must evacuate the building immediately by the nearest available fire exit and proceed to the area outside the Ramada Encore Hotel on Charles Street as directed by Democratic Services staff. Further instructions will then be given.

- 1. APOLOGIES FOR ABSENCE**
- 2. DECLARATIONS OF INTEREST**

Members are asked to declare any interests they may have in the business to be discussed.

- 3. MINUTES OF THE PREVIOUS MEETING**

**Appendix A
(Pages 1 - 8)**

The minutes of the meeting of the Children, Young People, and Education Scrutiny Commission held on 8 March 2022 are attached and Members are asked to confirm them as a correct record.

- 4. TERMS OF REFERENCE FOR SCRUTINY COMMISSIONS**

Members will be asked to note the Terms of Reference for Scrutiny Commissions as set out in the Council's Constitution.

[See Leicester City Council's Constitution here.](#)

- 5. MEMBERSHIP OF THE COMMISSION FOR 2022/23**

Members will be asked to note the membership of the Commission for 2022/23:

Councillor Batool (Chair)
Councillor Willmott (Vice Chair)
Councillor Crewe
Councillor Khan
Councillor Dr Moore
Councillor Pandya
Councillor Riyait
Councillor Thalukdar

Co-opted Member (Church of England Diocese) – Carolyn Lewis
Co-opted Member (Parent Governor Representative Primary Schools) – Mohit Sharma
(1 Co-opted Member Roman Catholic Diocese vacancy, 1 Co-opted Member Parent Governor Representative Secondary Schools vacancy)

6. DATES OF MEETINGS OF THE COMMISSION FOR 2022/23

Members will be asked to note meeting dates of the Commission for 2022/23 which are as follows:

Tuesday 14 June 2022
Tuesday 23 August 2022
Tuesday 25 October 2022
Tuesday 6 December 2022
Tuesday 24 January 2023
Tuesday 21 March 2023

All meetings to take place at 5.30pm at City Hall unless otherwise notified.

7. CHAIR'S ANNOUNCEMENTS

8. PETITIONS

The Monitoring Officer to report on the receipt of any petitions.

9. QUESTIONS, REPRESENTATIONS, AND STATEMENTS OF CASE

The Monitoring Officer to report on any questions, representations, or statements of case received.

10. REVIEW OF THE SCOPE OF THE COMMISSION

The Director of Social Care and Education will provide a verbal update in relation to the scope of the Commission.

11. EDUCATION WHITE PAPER AND SEND REVIEW

**Appendix B
(Pages 9 - 44)**

The Strategic Director of Social Care and Education submits a report on the recently published Schools White paper and the SEND review. There is also a more detailed presentation which identifies some of the themes and implications for Leicester.

12. PROVISION OF TAXI FRAMEWORK FOR VULNERABLE PEOPLE

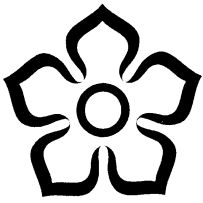
The Director of Adult Social Care and Commissioning will present a verbal update on the procurement process for taxi provisions for vulnerable children.

13. WORK PROGRAMME

**Appendix C
(Pages 45 - 48)**

The Commission's Work Programme is attached for information and comment.

14. ANY OTHER BUSINESS



Leicester
City Council

Appendix A

Minutes of the Meeting of the
CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMISSION

Held: TUESDAY, 8 MARCH 2022 at 5:30 pm

P R E S E N T :

Councillor Gee (Chair)
Councillor Cole (Vice Chair)

Councillor Batool

Councillor Willmott

Councillor Pandya

Standing Invitees (Non-Voting)

Joseph Wyglendacz
Janet McKenna

Teaching Unions
Union Representative

* * * * *

1. APOLOGIES FOR ABSENCE

Apologies were received from Councillors Pickering and Riyait, and the Director of Social Care and Early Help.

2. DECLARATIONS OF INTEREST

Members were asked to declare any interests they may have had in the business to be discussed.

There were no declarations of interest.

3. MINUTES OF THE PREVIOUS MEETING

AGREED:

1. That the minutes of the meeting of the Children, Young People and Education Scrutiny Commission held on 18 January 2022 be confirmed as a correct record.

4. PETITIONS

The Monitoring Officer reported that none had been received.

5. QUESTIONS, REPRESENTATIONS, AND STATEMENTS OF CASE

The Monitoring Officer reported that none had been received.

6. SEND TRANSPORT POLICY CONSULTATION OUTCOME

The Strategic Director of Social Care and Education submitted a report to provide the Commission with an overview of the proposed changes to the Special Education Needs and Disabilities (SEND) Transport Policy and the Post-16 Transport Policy following a consultation exercise.

The Director of Adult Social Care and Commissioning presented the item, it was noted that:

- The formal consultation had concluded in January. Letters had been sent to over 700 parents for responses. The Parent Carer Forum and local teachers were also consulted.
- 9 responses were received from the consultation, these were generally positive responses in terms of the changes to the policy.
- The policy had been condensed to make it more comprehensible. A easy read version would also be produced.
- The name of the policy was changing from SEND Transport to SEND Travel to reflect the shift in emphasis.
- The new policy was clearer to parents in terms of their responsibility of getting their children to school.
- More details had been added on the eligibility reviews as part of the EHCP process.
- The policy was now clear that transport post-16 would not be provided unless an exceptional circumstance. A 2-year transition process for those who would otherwise lose the provision was also included in the policy as a temporary measure.
- Travel options other than taxis were outlined in the policy, such as personal transport budgets, free bus passes, and independent travel training.

In response to Members' questions, it was noted that:

- The poor response rate was disappointing. Strong efforts had been made to get responses, with every family being approached 5 times regarding the consultation.
- A potential reason for the lack of responses was contentment with the policy. Connections with special schools and other relevant bodies were strong, so if there were concerns then these would have been clear. The lack of these concerns being raised could be interpreted as indicating

contentment with the policy.

- The 9 responses were only to the formal consultation required by statute, a wider engagement between the Council and parents was in place to hear any concerns about the policy. The Commission was also a part of that process. The implementation of the policy could be adjusted based on any other feedback received.
- A major goal of the policy was to help SEND CYP prepare for adulthood by supporting them to become more independent with their transportation.
- Since the introduction of personal transport budgets in summer 2021, £180k had been saved from the cost of taxis and buses. The changes to the policy gave more flexibility in transport options, therefore it was thought that further savings would be made as there would be less reliance on taxis.

AGREED:

1. That the Commission supports Option 1 outlined in the report, to approve the policy changes.
2. That the Commission recommends that in future, the wider more informal elements of consultation processes be reflected in reports.

7. LOCAL AUTHORITY DESIGNATED OFFICERS (LADO) ANNUAL REPORT 2020-21

The Strategic Director of Social Care and Education submitted a report updating the Commission on the work of the Local Authority Designated Officers (LADO) for the year 2020-21.

It was noted that the Lead Officer for this item was not present so any detailed questions on the item would need to be raised outside the meeting.

In response to Members' questions, it was noted that:

- There had been an increase in referrals of foster carers. It was thought that this was due to the increased time spent at home during the Covid lockdown.
- Even if a case was found to be unsubstantiated, it could still be reopened if anything else came to light in future.
- The LADO process only applied to those in positions of trust such as teachers and carers. The process did not apply to parents as they were covered by other safeguarding arrangements.
- Comparisons between previous years with regards to areas for improvement and next steps could be included in future reports.

AGREED:

1. That the Commission notes the update.
2. That the Commission requests that in future LADO reports, comparisons

are made to areas for improvement and next steps from previous years.

8. REVIEW OF MAINSTREAM FUNDING FOR SEND

The Strategic Director of Social Care and Education submitted a report to update the Commission on the consultation to implement a fairer funding model across all the mainstream schools with effect from September 2022 that provide support to children and young people with Special Educational Needs and Disabilities (SEND).

The Head of the SEND Support Service presented the item, it was noted that:

- A formal consultation had concluded in late 2021, parents were included in the consultation, but the main target audience was educational professionals.
- 132 responses to the consultation were received, with half of schools responding. Anecdotal evidence suggested that the schools that didn't respond were broadly in favour of the changes proposed.
- All schools agreed that the new funding model was simpler and more transparent, but schools who would lose funding under the model were concerned if it was fair.
- The largest concerns were around the transition between the different funding models. To address this there would be one off funding provided to schools facing reductions in the new model for one year to help manage the transition. This would be provided by the Council from the High Needs Block.

In response to Members' questions, it was noted that:

- No approval was needed from DfE on these changes.
- Additional support for schools facing reductions would be provided by an Inclusion Quality team, providing best practice advice and support to spend resources more efficiently. They would also provide accountability to ensure that each school was spending the funding appropriately.
- Fluctuation for SEND funding was natural to schools due to changes in pupil numbers, so once the transition funding ended the fluctuation would be similar to previous experiences.
- The new model would ensure that each child got the right amount of funding that they needed. Schools that would lose funding were currently disproportionately receiving more funding per child than others.
- In line with Element 3 and EHCP processes, schools would have an annual opportunity to request more funding for any child based on their needs.
- A school would have to clearly explain why they could not meet the requirements of the EHCP, and there were processes in place for the Council to challenge that.
- As a result of the complexity of the current funding formula, some schools who were receiving disproportionately more funding, were unsure themselves as to why that was the case.

- It was important to not overspend too much on the High Needs Block, as other Authorities had been instructed to put the spending into balance by DfE over a shorter period than was felt practical by the Council.
- The EHCP funding for each child was statutory so would follow the child no matter what school they were at.

AGREED:

1. That the Commission supports the new funding model outlined in the report.
2. That the Commission requests a report six months into the transitional year.

9. VIRTUAL SCHOOL HEAD TEACHER REPORT ACADEMIC YEAR 2020-21

The Strategic Director for Social Care and Education submitted a report summarising the educational outcomes and attainment of Looked After Children during the academic year 2020/21. It considered their achievements and the support provided by the Virtual School Team to achieve the best learning outcomes for Looked After Children

It was noted that the Virtual School was currently under the Children's Social Care and Early Help Division but was transitioning over to the Education Service.

The Deputy City Mayor for Social Care and Anti-Poverty noted that the role of Personal Tutors had strengthened due to the Covid pandemic, supporting CLA who had previous issues with school. It was also noted that the Virtual School also put on extra activities such as school trips. Members were also encouraged to attend the summer concert of Bullfrog Arts, a charity supporting CLA through music.

In response to a Member question it was noted that the Virtual School supported CLA to track educational process and provide support in whatever school they were in.

AGREED:

1. That the Commission notes the report.

10. ELECTIVE HOME EDUCATION REPORT

The Strategic Director of Social Care and Education submitted a report to provide a briefing on Elective Home Education (EHE) with a focus on the regulatory framework, the duties, powers and the approach of the LA to this area of work, and the duty of parents in respect of their children's right to a suitable education. Also, to provide a summary of the key data, the impact of Covid and the management of work including pressures services were under due to gradual increase in the numbers of EHE children over the last decade and the rise in numbers during the pandemic.

The Principal Education Officer presented the item. It was noted that the Ofsted inspection in September 2021 had examined this area, the processes were well received but there was a challenge of the increasing number of parents choosing EHE.

In response to Members' questions, it was noted that:

- EHE parents were under no obligation to teach the national curriculum.
- The majority of EHE parents preferred not to have in depth contact with the Council regarding their child's education. However, the Council was able to provide limited advice and support if asked.
- Regulation required that children received a suitable education in EHE, and if this was not the case authorities could take action.
- Council Education Officers would likely not be aware of any social or emotional issues arising from EHE. If issues did arise a referral could be made to Social Care.
- There was also a monitoring process for children with EHCPs receiving EHE.
- Parents were not obligated to inform the Council that they had moved their child to EHE.
- The safeguarding process was wider than schools, anyone could raise a safeguarding concern.
- Schools aimed to talk to parents to be able to address issues that might make a parent decide to home educate.
- The increase in the percentage of parents adopting EHE during the pandemic was less than in many other Councils.
- Parents reported in 2021 that the main reasons they chose EHE were health concerns, and philosophical and lifestyle choices.

AGREED:

1. That the Commission notes the report.

11. COVID-19 UPDATE AND VACCINATIONS IN LEICESTER SCHOOLS

The Strategic Director of Social Care and Education and the Principal Education Officer provided a verbal update on the current situation concerning the impact of Covid-19 and the Covid and Flu vaccination programmes.

It was noted that:

- There had been a significant reduction of Covid cases in Leicester, with it being one of the lowest areas of the country in case numbers.
- The infection rate for 11–16-year-olds was half of the overall infection rate.
- The testing requirements for schools had stopped in February. This was a cause for concern for schools as cases could go unreported.
- Staff absences due to infections were still ongoing.
- The importance of ventilation had been reiterated to schools.

- There had been concerns from some around vaccines being delivered in schools. There had been a protest at a school campus about this, though it was understood that the protestors were not connected to the school or its pupils.
- Vaccinations for 5–11-year-olds had recently been authorised. These would be offered from April, mainly at pharmacies and pop-up sites.
- There were no current patients in UHL Hospitals because of Covid, though there was a reduced number who had been admitted for other reasons and had been found to have Covid.

AGREED:

1. That the Commission notes the update.

12. WORK PROGRAMME

Members of the Commission were invited to consider content of the work programme and were invited to make suggestions for additions as appropriate to be brought to future meetings.

13. ANY OTHER BUSINESS

The Chair noted that this was the final meeting of the municipal year, the Chair thanked Members for their attendance and questions, and thanked Officers for their reports and answers.

There being no other business, the meeting closed at 7.50pm.

Education White Paper and SEND Review

Children, Young People and Education Scrutiny
Commission

Date of meeting: 15 June 2022

Lead director/officer: Martin Samuels

Useful information

- Ward(s) affected: All
- Report author: Martin Samuels
- Author contact details: martin.samuels@leicester.gov.uk;
- Report version number: 1

1. Summary

Attached are briefings on the recently published Schools White paper and the SEND review. There is also a more detailed presentation which identifies some of the themes and implications for Leicester.

The **Schools White paper** was published on 28 March 2022. It sets out a long-term vision for a school system to help every child full their potential by ensuring they receive the right support in the right place at the right time – founded on achieving world-class literacy and numeracy.

Key points for schools and local authorities are:

- The white paper revolves around the overall ambition to improve pupil attainment
- All schools will be part of or in the process of joining a MAT by 2030
- Local authorities can establish their own multi-academy trusts (MATs), within certain parameters
- Schools will be expected to offer a minimum school week of 32.5 hours by September 2023
- There will be initiatives to ensure every child is taught by an “excellent teacher” by 2030
- Measures will be implemented to ensure every child who falls behind in English or maths gets the right support
- Ofsted will inspect all schools by Summer 2025
- The national funding formula will be used to set schools’ budgets directly
- Local Authorities are promised a greater role as advocates for children. New powers will mean enable improving inclusive practice to ensure a child has the right school place for them

Building on the Schools White Paper, the **SEND Review Green Paper** sets out proposals for a system that offers children and young people access to the right support, in the right place and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives. The public consultation on the proposals in the green paper is open for 16 weeks. The closing date has been extended from 1 July to 22 July 2022.

At a glance, the proposals in the SEND and AP green paper include:

- Creating a single, national SEND and alternative provision system
- Providing excellent provision from early years to adulthood
- Introducing a reformed and integrated role for alternative provision
- Reforming system roles, funding and accountability

It should be noted that the **independent review of Children’s Social Care** was published at the end of May 2022. The government promise to make connections to the major

reform programmes across education and SEND, and to produce an implementation strategy for Children’s Social Care, by the end of the year.

2. Recommended actions/decision

- Scrutiny to note the contents of the briefings and the emerging implications for Leicester

3. Scrutiny / stakeholder engagement

A SEND Local Area response to the consultation, from strategic partners including the Leicester City Parent Carer Forum and the Big Mouth Forum, is being collated and will be submitted before the deadline of 22 July 2022.

The [SEND review consultation](#) is open to everyone and individual representations can also be submitted.

4. Background and options with supporting evidence

See Briefing papers and presentation

The **Local Government Association** released a response to both papers, recognising the vital and committed role Councils have in education:

“Councils have a crucial role to play in education, from ensuring every child has a school place to turning around struggling schools, and as they showed when providing vital support to schools during the pandemic.

We are pleased that the Government recognise that the existing education system is fragmented and councils have a continued role at the centre of local education systems with powers to match their duties around place-planning and ensuring pupils out of school return to the classroom as soon as possible.

Allowing councils to set up and lead their own Multi-Academy Trusts (MATs) is also welcome. This is something councils and the LGA have campaigned to achieve for a number of years. This should be on offer in every area where that is the preference of schools and parents. We are pleased that the Department for Education (DfE) recognises that councils have an excellent track record in providing a high-quality education for pupils, with 92 per cent of maintained schools rated by Ofsted as outstanding or good – a higher proportion than any other type of school – and that this will continue in a fully-academised system. The Department should also utilise this expertise while the proposals set out in the White Paper are implemented and allow councils to support ‘orphan’ schools where Regional Schools Commissioners are struggling to find a strong MAT to take them on.

It is also good councils are to be given powers to direct all schools, including academies, to admit pupils that are out-of-school and make sure they are back in the classroom as quickly as possible.

The proposal to introduce a duty on parents to register home-schooled children with their local council in response to concerns expressed by the LGA and our members over a number of years is welcome.

The LGA supports the focus on helping all children meet their potential with the right support at the right time, particularly in the context of the impact of the pandemic. The amount of funding made available to support the education recovery package must also be kept under review to ensure every child is supported to recover from the impact of the pandemic on their education and broader development and well-being. Additional support to keep children with Special Educational Needs and Disability (SEND) in mainstream settings will also be crucial to the success of a reformed SEND system, as set out in the SEND Green Paper.

With sufficient powers and funding councils are ideally placed to act as the ‘middle tier’ between central government and schools, bringing together place-based leadership, an existing duty to promote wellbeing of all children and synergies with wider roles including safeguarding, public health, criminal justice, employment, skills and cohesion.

We look forward to working with the DfE to make sure we provide an education system that is inclusive and works for all children, including those with special educational needs.”

5. Detailed report

See Briefing papers and presentation

6. Financial, legal, equalities, climate emergency and other implications

6.1 Financial implications

At this stage due to lack of specific details, financial impacts cannot be quantified, full financial implications will be included in the future paper once we are clear on what is likely to be implemented.

Paresh Radia -Principal Accountant

6.2 Legal implications

No legal implications at this time.

6.3 Equalities implications

Under the Equality Act 2010, public authorities have a Public-Sector Equality Duty (PSED) which means that, in carrying out their functions, they have a statutory duty to pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between people who share a protected characteristic and those who don't and to foster good relations between people who share a protected characteristic and those who don't.

Protected Characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

The White Paper and the SEND review should impact on children, young people and their families from across a range of protected characteristics in a positive way by ensuring that work is more collaborated and inclusive. The report sets out opportunities for the Local Authority to be more involved and have a more influential role in the processes. Equality considerations should be embedded throughout these processes and considered once the consultation process is complete and prior to producing an implementation plan and it is

recommended that Equality Impact Assessment is carried out as appropriate, to ensure any impacts are identified and addressed, and mitigating actions put in place.

The equality impact assessment is an iterative process that should be revisited throughout the decision-making process and updated to reflect any feedback/changes due to consultation/engagement as appropriate.

Kalvaran Sandhu, Equalities Manager 454 6344

6.4 Climate Emergency implications

6.5 Other implications (You will need to have considered other implications in preparing this report. Please indicate which ones apply?)

As indicated in the summary, the recently published Independent Review of Children's Social Care will have inter-connectivity to both the Schools White Paper and the SEND Green paper. The implications will become clearer over the coming months.

7. Background information and other papers:

8. Summary of appendices:

1. Education White paper overview – MS
2. SEND AP GP summary MS
3. CMB – WP and GP Slide Deck

9. Is this a private report (If so, please indicate the reasons and state why it is not in the public interest to be dealt with publicly)?

This is not a private report

10. Is this a “key decision”? If so, why?

This is not a key decision

Appendix B

SEND REVIEW GREEN PAPER (29 March 2022) – Summary of policy proposals

Building on the Schools White Paper published the previous day, SEND Review Green Paper sets out proposals for a system that offers children and young people access to the **right support, in the right place and at the right time**, so they can fulfil their potential and lead happy, healthy and productive adult lives. The consultation will be open for 13 weeks, closing on 1 July 2022.

What does the Green Paper propose?

The SEND Review was commissioned to understand what it would take to establish a system that consistently delivers for children and young people with SEND. The proposals respond to the need to restore families' trust and confidence in an inclusive education system with excellent mainstream provision that puts children and young people first; and the need to create a system that is financially sustainable and built for long-term success.

At a glance, the proposals in the SEND and AP green paper include:

- creating a single, national SEND and alternative provision system
- providing excellent provision from early years to adulthood
- introducing a reformed and integrated role for alternative provision
- reforming system roles, funding and accountability

In developing the proposals in the Green Paper, DfE has listened to children, young people and their families and to a wide range of people working across the system - those working in education across early years, schools and further education; those working across health, care, local government; and the many voluntary and community sector organisations that support children and young people with SEND. The team has been advised throughout by a SEND Review steering group and AP steering group.

Providing views

During the consultation period, DfE will continue to engage with children, young people and their families and those working within the SEND and AP system to hear their views. There will be virtual and face to face events, and a series of resources have been produced to help understand the proposals and complete the consultation.

Alongside the Green Paper, DfE has also published:

- A dedicated SEND Review website with further information about the consultation and upcoming events: <https://sendreview.campaign.gov.uk/>
- Supporting resources on gov.uk to help understand the green paper: <https://www.gov.uk/government/publications/send-and-ap-green-paper-responding-to-the-consultation>
- A press release on gov.uk: <https://www.gov.uk/government/news/ambitious-reform-for-children-and-young-people-with-send>
- A series of social media graphics across DfE social media channels, including [Facebook](#), [Twitter](#) and [Instagram](#)

CORE POLICIES

Chapter 2: A single national special educational needs and disabilities and alternative provision system

- establish a **national special educational needs and disabilities and alternative provision system setting nationally consistent standards** for every stage of a child’s journey across education, health and care
- review and update the **SEND Code of Practice** to ensure it reflects the new national standards to promote nationally consistent systems, processes and provision
- **establish new local special educational needs and disabilities partnerships**, bringing together education, health, and care partners with local government to produce a **local inclusion plan** setting out how each area will meet the national standards
- **introduce a standardised and digitised Education Health and Care Plan process and template** to minimise bureaucracy and deliver consistency
- **support parents and carers to express an informed preference for a suitable placement by providing a tailored list of settings**, drawn from the local inclusion plan, including mainstream, specialist, and independent settings, that are appropriate to meet the child or young person’s needs
- **streamline the redress process**, making it easier to resolve disputes earlier, whilst retaining the tribunal for the most challenging cases

Chapter 3: excellent provision from early years to adulthood

- **invest an additional £1 billion in 2022-23 alone** for children and young people with complex needs as part of a **£7 billion increase in our total investment in schools’ budgets by 2024-25, compared to 2021-22**
- **consult on a new SENCo National Professional Qualification for school SENCos**, and increase the number of staff with an accredited Level 3 SENCo qualification in early years settings
- **commission analysis to better understand the support that children and young people with special educational needs and disabilities need from the**

health workforce so that there is a clear focus on special educational needs and disabilities in health workforce planning

- **improve mainstream provision**, building on the ambitious Schools White Paper, through teacher training and a ‘what works’ evidence programme
- **fund more than 10,000 additional respite placements through an investment of £30 million**, alongside £82 million to create a network of family hubs, to improve wraparound support for families
- **invest £2.6 billion, over the next three years, to deliver new places and improve existing provision** for children and young people with special educational needs and disabilities or who require alternative provision.
- **set out a clear timeline that, by 2030, all children will benefit from being taught in a family of schools**, with their school, including special and alternative provision, in a strong multi-academy trust (MAT), or with plans to join or form one
- **invest £18 million over the next three years to build capacity in the Supported Internships Programme**, and improve transitions at further education by introducing Common Transfer Files alongside piloting the roll out of adjustment passports

Chapter 4: a reformed and integrated role for alternative provision

- **make alternative provision an integral part of local special educational needs and disabilities systems** by requiring the new local special educational needs and disabilities partnerships to plan and deliver an alternative provision service focused on early intervention
- **give alternative provision schools funding stability to deliver a service focused on early intervention** by requiring local authorities to create and distribute an alternative provision-specific budget
- **build system capacity to deliver the vision through plans for all alternative provision schools to be in a strong multi-academy trust**, to deliver evidence-led

services based on best practice, and open new alternative provision free schools where needed

- **develop a bespoke performance framework for alternative provision** which sets robust standards focused on progress, re-integration into mainstream education or sustainable post-16 destinations
- **deliver greater oversight and transparency of pupil movements** including placements into and out of alternative provision
- **launch a call for evidence, before the summer, on the use of unregistered provision** to investigate existing practice

**Chapter 5:
system roles,
accountabilities
and
funding
reform**

- **deliver clarity in roles and responsibilities** with every partner having a clear role to play, and being equipped with the levers to fulfil their responsibilities
- **equip the Department for Education's new Regions Group** to hold local authorities and MATs to account for delivery through new funding agreements between local government and the Department for Education
- **provide statutory guidance to Integrated Care Boards (ICBs)** to set out clearly how statutory responsibilities for SEND should be discharged
- **introduce new inclusion dashboards for 0-25 provision**, offering a timely, transparent picture of how the system is performing at a local and national level across education, health and care
- **introduce a national framework of banding and price tariffs for funding**, matched to levels of need and types of provision set out in the national standards
- **work with Ofsted/Care Quality Commission (CQC) on their plan to deliver an updated Local Area Special Educational Needs and Disabilities Inspection Framework** with a focus on arrangements and experience for children and young people

**Chapter 6:
delivering
change for
children and
families**

- **invest an additional £300 million through the Safety Valve Programme and £85 million in the Delivering Better Value programme**, over the next three years, to support those local authorities with the biggest deficits
- **the Special Educational Needs and Disabilities and Alternative Provision Directorate within DfE** will work with parent groups, system leaders from across education, health and care and the Department of Health and Social Care to develop the national special educational needs and disabilities standards
- support delivery through a **£70 million SEND and Alternative Provision change programme** to both test and refine key proposals and support local systems to manage local improvement
- publish a **national Special Educational Needs and Disabilities and alternative provision delivery plan** setting out how and by whom change will be implemented
- establish a **new National Special Educational Needs and Disabilities Delivery Board** to bring together relevant government departments with national delivery partners including parents, carers and representatives of local government, education, health and care to hold partners to account for the timely implementation of proposals

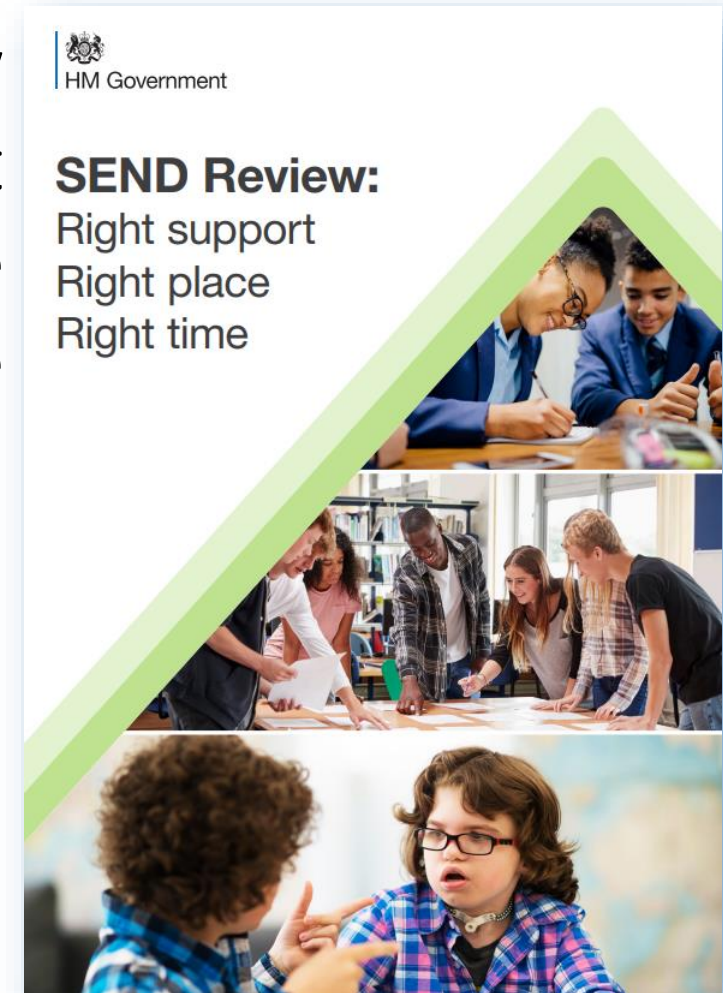
Education White Paper and SEND Review

Education
Opportunity
for all

21



SEND Review
Right support
Right place
Right time



Government's vision for Education

A school system that helps every child to fulfil their potential by receiving the right support, in the right place, at the right time

Education White Paper

This **policy paper** sets out the vision for education from early years to university

- It is written for parents. Some details are included many are still to be developed
- Discussions & developments across the four themes will continue over the next few years
- Legislation is required for a number of proposals within the paper

Create a more inclusive education system with excellent local mainstream provision which will improve the experience and outcomes for children and young people with special educational needs and those who need alternative provision

SEND Green Paper

This **green paper** sets out 3 key challenges and consults on their proposals to

- Improve outcomes for children and young people with SEN or in alternative provision
- Create a more positive experience for children, young people and their families navigating the SEND system
- Deliver value for money for children & young people with SEND and their families



HM Government

**Opportunity for all:
strong schools with great
teachers for your child**



CP 650

Education White Paper

An excellent teacher for every child



- Early years and crucial stage of development to lay foundations – particularly Speech Language and Communication
- Quality of teaching and leadership
- Inclusive education system
- Focus on evidence based approaches – ongoing support to Education Endowment Foundation (EEF)
- Reformed teacher training
- Every teacher in schools or 16-19 colleges to access training & new qualifications including:
 - A new Leading Literacy National Professional Qualification (NPQ)
 - A new Early Years Leadership NPQ
 - A new SENCO NPQ (subject to consultation)
- Up to £180m investment in Early Years workforce to support literacy & numeracy
- Commitment to raise teacher starting salaries to £30k
- Incentives for teachers to work in disadvantaged areas in physics, chemistry, maths & computing subjects (starting with education improvement areas)

High standards of curriculum, attendance and behaviour

- Well designed curriculum: broad, ambitious & knowledge-rich
- Literacy and numeracy focus
- New arms-length curriculum body, OAK national academy, to create & improve digital curriculum resources & video lessons
- Assessments remain but new sample test of Yr 9 literacy and numeracy
- Structured practice, shared curriculum resources
- Sport, music and cultural opportunities as an entitlement and support for children's health and wellbeing
- Careers programme for Primary Schools and extension of advice in secondary schools to include apprenticeships and technical routes



- High expectations for every child on attendance and behaviour (school culture impact)
- Improved attendance and behaviour through:
 - strengthened regulations for joint working between local services
 - a national behaviour survey
 - teacher development programme through Behaviour Hubs
 - funding for Behaviour & Culture NPQ so teachers deliver high standards of behaviour

High standards of curriculum, attendance and behaviour



- A new national expectation for time spent in school - minimum 32.5 hrs/week (in 10 sessions) in mainstream schools
- Work with LAs and schools to improve attendance – Education Endowment Foundation (EEF) attendance interventions and voluntary standards for attendance professionals
- A secure future for the Education Endowment Foundation. EEF will be re-endowed with at least £100m for at least the next decade
- Revised Attendance Guidance issued May 2022

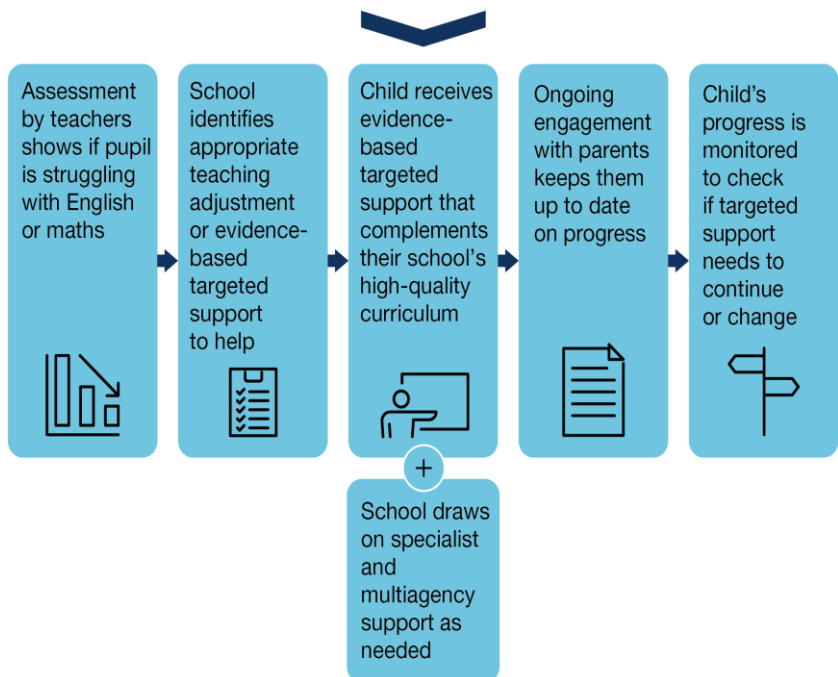
- Increase use of Alternative Provision as an early intervention (SEND review)
- Long term specialist support in Alternative Provision for those excluded

- Statutory expectations of LA attendance services to reengage pupils who have less than 50% of sessions in school – severely absent
- New data system to collect and share attendance data
- Register for children not in school including Home Educated (EHE) and those Educated Other Than at School (EOTAS)
- Use of data across LAs and multi-agency teams

Targeted support for children who are behind in maths or English

Our Parent Pledge:

Any child that falls behind in English or maths should receive timely and evidence-based support to enable them to reach their potential



- Focus on those falling behind in English and mathematics
 - High quality teaching, identification and support for SEND and disadvantaged
- A Parent Pledge
 - Support without requiring a label
- Addressing the attainment gap through effective use of Pupil Premium
- Response to the pandemic (15 hr tutoring courses) – delivered by new or existing staff
- Up to 6 million tutoring courses by 2024 with action to cement 1-1 and small group tuition as a permanent feature of the school system

- Reform of SEND and Children's Social Care systems – joined up support
- Investment in new places for SEND and Alternative Provision
- Hold LA and academy trusts to account for local delivery for SEND

- Work with Virtual Headteacher – to deliver for
 - Children Looked After
 - Children who were Looked After
 - Children with a social worker

Expand Supporting families programme and Holiday Activities & Food

A stronger and fairer school system that works for every child



- By 2030 all schools in families of schools in a MAT or have plans to join or form one
- 2 consecutive below Good judgements moved into MATs
- Training for MAT leaders
- MATs should have at least 7500 pupils or at least 10 schools
- Special schools in specialist trusts or mixed trusts
- Decisions for MATs based on what is right for children and communities
- All MATs to have local governance arrangements (different from previously)
- Strong trusts will be solely accountable for school improvement
- Trusts required to work with others, the LA and the wider sector

55 Education Investment Areas to increase funding and support to areas in most need, plus extra funding in 24 Priority EIAs facing the most entrenched challenges

A stronger and fairer
school system that works
for every child



- LAs – championing all children especially the most vulnerable
- Current mixed system allows vulnerable children to fall through the gaps
- Coordinating role across services to improve outcomes
- New legal powers – co-design the detail over the coming months
- Education Investment areas where outcomes and progress is weak
- All schools to be inspected under the new Ofsted framework by 2025
- Collaboration and co-operation between LAs and MATs on admissions and attendance






A stronger and fairer
school system that works
for every child



- LAs to be able to establish MATs
 - Allowing high-performing schools with a track record of local partnership to work within their system
 - DfE will determine whether there is a need for an LA MAT
 - Board Members of LA MAT could have strong LA connection but LA must be no more than 20% of Trustees
- Every part of the system inc MATs and LAs held accountable with clear roles and responsibilities
 - Development of statutory trust standards
 - High Quality Inclusive Education
 - School Improvement
 - Strategic Governance
 - Financial Management
 - Workforce

Roles and responsibilities in the future schools system

Local organisation






	Local authority (LA) Plans and secures provision	Multi-academy trust (MAT) Provides education
 Sufficiency	<ul style="list-style-type: none"> • Forecasts pupil place needs and identifies viable options (for mainstream, AP and specialist schools) – including via the free school presumption process. • Can object to the Schools Adjudicator about pupil admission numbers (PANs) for mainstream schools, where there is a need for an increase. 	<ul style="list-style-type: none"> • Collaborates with other trusts and with the LA to support the development of place plans and deliver agreed places.
 Admissions	<ul style="list-style-type: none"> • Co-ordinates admissions, including managing in-year applications. • Convenes multi-agency in-year placement panels for vulnerable and unplaced children. • Has a backstop power to direct admission of a child if required. 	<ul style="list-style-type: none"> • Develops admission policies and makes decisions. • Participates in multi-agency in-year placement panels for vulnerable and unplaced children. • Establishes an independent appeals panel where needed.
 Safeguarding	<ul style="list-style-type: none"> • The Local Safeguarding Partnership (LSP) sets out local safeguarding arrangements. • The LA commissions and oversees the audit process, referring non-compliance to DfE. 	<ul style="list-style-type: none"> • Carries out statutory duties, including completing the LSP's safeguarding audits
 Attendance	<ul style="list-style-type: none"> • Ensures all children in their area are in education. • Works with schools to identify pupils at risk of poor attendance and supports them to attend. 	<ul style="list-style-type: none"> • Supports leadership focus on improving attendance across all its schools, as part of overall trust improvement efforts.
 Ensuring quality		<ul style="list-style-type: none"> • Adhere to the statutory academy standards and proactively develops characteristics of a strong trust.

Standards, regulation and intervention

Department for Education

Policy and standards

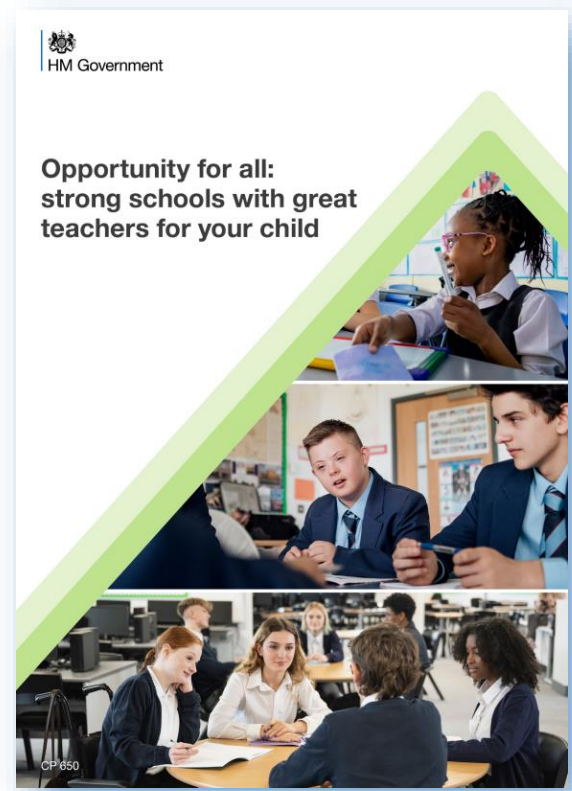
Regions Group

 Sufficiency	<ul style="list-style-type: none"> • Sets the framework for central free school applications. • The Secretary of State signs new funding agreements and amends them for material changes. • DfE quality assures pupil forecasts and provides basic need and high needs funding to LAs. 	<ul style="list-style-type: none"> • Makes decisions about expanding and creating trusts and schools, working alongside LAs and trusts to ensure place plans align. • Proactively monitors and intervenes where necessary by removing schools from poor trusts or merging trusts. • Assesses and recommends approval of central free school applications.
 Admissions	<ul style="list-style-type: none"> • Sets the national framework – including the School Admissions Code. 	<ul style="list-style-type: none"> • Intervenes where a trust is in breach of its funding agreement or statutory requirements, including compliance with admissions law.
 Safeguarding	<ul style="list-style-type: none"> • Sets standards for the safeguarding audit process and trust safeguarding arrangements. 	<ul style="list-style-type: none"> • Seeks assurance from trusts on compliance when concerns are raised. • Intervenes when breaches occur.
 Attendance	<ul style="list-style-type: none"> • Sets standards to ensure all children are thriving and engaged in education. 	<ul style="list-style-type: none"> • Consider attendance as part of decision making.
 Ensuring quality	<ul style="list-style-type: none"> • Sets statutory standards for trusts, and develops the strong trust framework. • Stewards the trust system. 	<ul style="list-style-type: none"> • Takes a single regulatory approach to act as the single regulatory interface based on the regulatory framework. • Commissions support and intervenes in under-performing trusts or academies. • Decides sponsoring trusts for inadequate schools. • Brokers trust growth.

*The Regions Group is comprised of Regional Directors (previously Regional Schools Commissioners) as the primary regulatory interface, supported by the ESFA who provide financial assurance.

Key Themes for Leicester City

- Inclusion Agenda
- LA in a Multi-Academy Trust
- LA to champion children's' interests
- Sharing of information between those working with vulnerable children
- Safeguarding - Local Safeguarding Partnerships commissioning of 3 yearly safeguarding audits
- Links to other key reforms/changes: ICS, Children's Social Care, SEND
 - SEND Green Paper – mainstream, specialist and AP development



SEND Green Paper

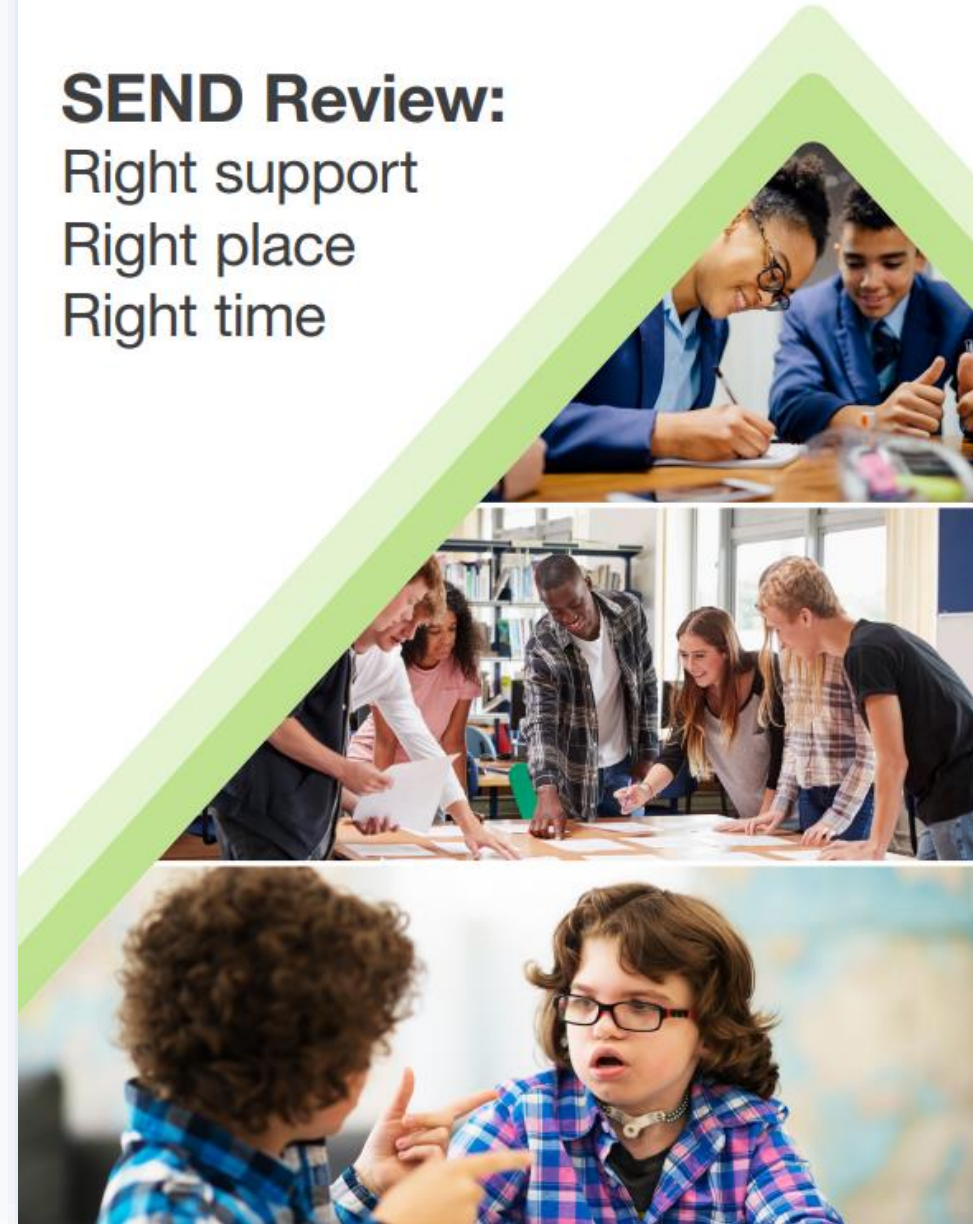
1. Improve outcomes for children and young people with SEN or in alternative provision
- 33 2. Create a more positive experience for children, young people and their families navigating the SEND system
3. Deliver value for money for children & young people with SEND and their families

SEND Review:

Right support

Right place

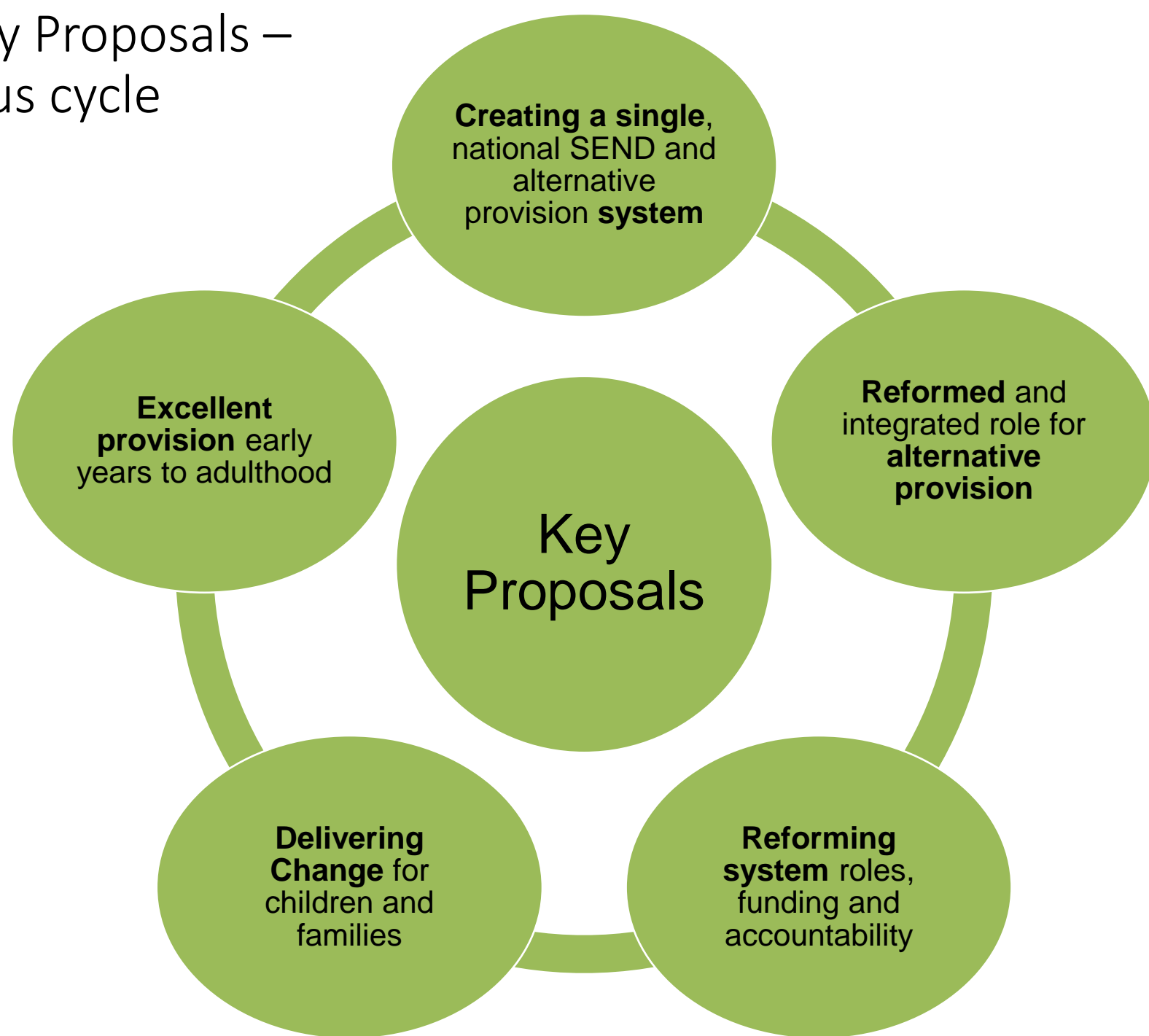
Right time



The vicious cycle



Consultation on Key Proposals – Changing the vicious cycle



A single national special educational needs and disabilities and alternative provision system

- establish a national SEND and alternative provision system with national standards for a child's journey across education, health and care
- review and update the SEND Code of Practice to reflect national standards & promote consistent systems, processes and provision
- establish local SEND partnerships of education, health, and care partners with local government to produce a local inclusion plan to meet the national standards
- Standardise and digitise Education Health and Care Plan process & plan
- support parents and carers to express an informed preference for a suitable placement from a tailored list of settings, appropriate to meet the child or young person's needs
- streamline the redress process, making it easier to resolve disputes earlier, whilst retaining tribunals for the most challenging cases

Excellent provision from
early years to adulthood

- Invest additional £1bn in 2022-23 for children and young people with complex needs as part of a £7bn increase in total investment in schools' budgets by 2024-25
- Consult on a new SENCo National Professional Qualification
- Commission analysis to better understand health needs of children and young people with SEND for better health workforce planning
- Improve mainstream provision, building on Schools White Paper
- Fund more than 10k additional respite placements by investment of £30m, with £82m to create family hubs network
- Invest £2.6bn, over next three years, to add, or improve existing provision for children and young people with SEND or who require alternative provision
- By 2030, all children will be taught by a school (special and AP included) as part of or with plans to join or form, a multi-academy trust (MAT)
- invest £18m over the next three years to build capacity in the Supported Internships Programme, and improve transitions at further education

A reformed and integrated role for alternative provision (AP)

- Make alternative provision an integral part of local SEND systems by requiring the new local SEND partnerships to plan and deliver an alternative provision service focused on early intervention
- Give alternative provision schools funding stability to deliver a service focused on early intervention by requiring local authorities to create and distribute an alternative provision-specific budget
- Build system capacity for all alternative provision schools to be in a strong multi-academy trust and open new AP free schools where needed
- Develop an AP performance framework with standards focused on progress, re-integration into mainstream education or sustainable post-16 destinations
- Deliver oversight and transparency of pupil movements including into and out of alternative provision
- Launch a call for evidence, before the summer, on the use of unregistered provision

System roles, accountabilities and funding reform

- deliver clarity in roles and responsibilities for partners and being equipped to fulfil their responsibilities
- Equip the DfE's new Regions Group to hold local authorities and MATs to account for delivery, with new DfE and local government funding agreements
- Provide statutory guidance to Integrated Care Boards (ICBs) for SEND
- Introduce new inclusion dashboards for 0-25 provision at local & national level across education, health and care
- Introduce a national framework of banding and price tariffs for funding, matched to levels of need and types of provision set out in the national standards
- Deliver an updated Local Area SEND Inspection Framework with a focus on arrangements and experience for children and young people

Delivering change for children and families

- **Invest additional £300m in Safety Valve Programme**
- **Invest £85m in Delivering Better Value programme** over the next three years, to support LAs (Leicester City ✓) with the biggest deficits
- **The DfE SEND and Alternative Provision Directorate** will work with parent groups, system leaders and DHSC to develop national SEND standards
- A **£70 million SEND and Alternative Provision change programme should** both test and refine key proposals and support local systems to manage local improvement
- Publish a **national Special Educational Needs and Disabilities and alternative provision delivery plan** setting out how and by whom change will be implemented
- Establish a **new National SEND Delivery Board** to bring together government departments with national delivery partners including parents, carers and representatives of local government, education, health and care to hold partners to account for the timely implementation of proposals


SEND Review:
Right support
Right place
Right time



SEND review: Consultation - 22 questions

1. What are the key factors for **national standards**
2. Proposal for **new local SEND partnerships**
3. What factors to **enable LAs** to commission provision for high-cost need and further education, **across local authority boundaries**
4. **EHCP** components to review or amend – **standards and digitisation**
5. In EHCPs - a tailored **list of placements** appropriate for need
6. Strengthen redress through national standards and **mandatory mediation**
7. Is **SEND Tribunal** for disabled children who have been discriminated against by schools **effective**?
8. How to strengthen practice of **two-year-old progress check** and integration with the **Healthy Child Programme** review
9. New mandatory **SENCo NPQ** to replace NASENCo?
10. Strengthen **SENCo training** with HTs assured SENCo is obtaining relevant **qualification** when taking **on SENCo role** – agree/disagree?
11. Both **specialist and mixed MATs** should be allowed to coexist in the fully trust-led future so LA special schools & APs can join either MAT
12. What more can be done for **young people** with SEND to achieve **apprenticeship & traineeships**

SEND review: Consultation:

13. Will new **vision for AP** result in **improved outcomes for children/young people**?
14. How to distribute existing **funding** more effectively **to AP** schools for more early intervention and re-integration
15. Will a bespoke **AP performance framework**, based on the 5 outcomes improve the quality of AP? – effective outreach support, improved attendance, reintegration, academic attainment, with a focus on English and maths, successful post-16 transitions
16. Will a **statutory framework for pupil movements** improve oversight and transparency of  placements in and out of AP?
17. What are the **key metrics** we should capture and use to measure local and national performance
18. How can we best develop a **national framework for funding bands and tariffs**?
19. How can the **National SEND Delivery Board** work most effectively with local partnerships to implement proposals?
20. What will make the biggest difference to successful implementation of these proposals? What do you see as the **barriers** to and **enablers** of success
21. What **support** do local systems and delivery partners need to deliver new system?
22. Anything else to say about proposals?

SEND review Consultation Next Steps

Timelines	
DfE sessions, SENDIB partnership discussion	April - June
♻️ Promoting group and individual responses in Leicester eg SENDIB, SENCOs, BMF, Leicester City Parent Carer Forum	April - June
Response collated from SENDIB members, BMF and PCF	end June
Update CMB on response consultation	Early July
Consultation submission	22 July
Consultation deadline (extended from 1 July)	22 July

Themes for Leicester	Implications
Some of the proposals and policy are already part of our 3 year Education and SEND Strategies	A phased introduction means we need to be prepared for term rollout & also be aware of any changing political direction
Shift in responsibility and statutory duties and proposed additional burdens	Impact on Dedicated Schools Grant (DSG) Funding
Understanding the Alternative Provision (AP) offer in Leicester	Impact on HNB Resource & Capacity for: System changes, Commissioning & Quality Assurance Dedicated Project Support
Inclusion Focus 44	Cultural change across the city Parental confidence Expectation of outcomes (non-academic, vocational qualifications) Barriers include perceived Ofsted agenda, standards, cost pressures on schools Greater leverage on underperforming MATs (eg SEND & CLA)
Traded offer on Attendance shifts to a Statutory requirement	Effective Trading with schools that support children's outcomes and maintain other services Corporate response Dedicated business support
Specialist support	Hard to recruit posts may be a challenge
New Inspection Framework of SEND Local Area	Preparing Local Area for increased levels of regulation/monitoring

Children, Young People and Education (CYPE) Scrutiny Commission

WORK PROGRAMME 2022 - 23

Meeting Date	Meeting Items	Actions Arising	Progress
14 June 2022	1) Provision of Taxi Framework for Vulnerable People 2) Review of High Needs Block – SEN Support for Pupils in Mainstream 3) Education White Paper – high level assessment		
23 August 2022	1) SEND Green Paper 2) Youth Justice Plan		
25 October 2022	1) Virtual School: People placed planning)		
Tuesday 6th December 2022	1) Impact on children’s learning of the impact of Covid (Primary schools)		
Tuesday 24th January 2023	1) Draft General Fund 2023/24 Revenue Budget & Draft Capital Programme		

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Appendix C

Meeting Date	Meeting Items	Actions Arising	Progress
Tuesday 21 st March 2023	1) Impact on children’s learning of the impact of Covid (Secondary schools)		

DRAFT

Draft Forward Plan / Suggested Items for 2022/23

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Topic	Details / Progress	Proposed Date
Performance Reporting and data monitoring, including Quarterly and Qualitative Reports	The commission to receive regular 'Quarterly Quality Assurance & Performance' Reports - (<i>'Performance Book' and 'Dashboard' is sent to members as background information</i>). <u>Note:</u> a request for the sharing of LADO reports to resume, was given in the Oct 2021 meeting by outside representatives.	STANDING ITEM
COVID19 Update and Vaccinations in Schools	This was requested as a standing item by Chair following the Oct 2021 meeting.	STANDING ITEM
Safeguarding Partnership Annual report	To receive a report for members consideration.	tbc
Participation Annual Report	Success of the Lundy model of child participation / engagement to be included in this. Mentioned in the June Scrutiny meeting as an item of consideration. Confirmed in September that this can be included in the participation report.	tbc
School Attendance Annual Report (incorporating update on Children Missing Education and Elective Home Education)	To receive a report on progress for members consideration	tbc
Report on Multisystemic Therapy-Child Abuse and Neglect (MST-CAN) & Functional Family Therapy (FFT) intervention programmes (Annual Report)	To receive a report on progress for members consideration	Oct 2022?
Virtual school head teacher		tbc
SCE Social Work Progression Framework	A report on the impact of COVID on the service and its users (deferred from February 2021 meeting).	tbc
Adventure playgrounds	Item carried over from the previous work programme.	tbc
CMS Management Information - system procurement for the service area	Mentioned in the June Scrutiny meeting as an item of consideration.	tbc
Connexions funding for NEETS	Mentioned in the June Scrutiny meeting as an item of consideration.	

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Topic	Details / Progress	Proposed Date
Commissioning of contracts for racial literacy education in schools	Mentioned in the June Scrutiny meeting as an item of consideration; an action from the underachievement review.	
Provision of Taxi Framework & Travel Policy (engagement process report)	Mentioned in the June Scrutiny meeting as an item of consideration.	
SEND and Education 3-Year Strategies		Oct 21
HNB Element 3 consultation		Oct 21
HNB Element 3 decisions		Mar 22
Special School banding moderation process		Mar 22
OFSTED engagement	Commission aware of potential updates that may be given during this municipal year.	TBC
How schools have coped with national exams and pressures	further detail at a future meeting, once data relating to the pattern of grades is collated in February 2022 (requested by Cllr Cole in June's Agenda Meeting)	TBC
Draft Revenue Budget Report	Standard item to go to all Commissions	Jan 23
School Nursing Provision	Joint Item with Health and Well-being Scrutiny Commission	tbc

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