

Leicester
City Council

MEETING OF THE CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMISSION

DATE: TUESDAY, 22 JUNE 2021
TIME: 5:30 pm
**PLACE: Meeting Rooms G.01 and G.02, Ground Floor, City Hall,
115 Charles Street, Leicester, LE1 1FZ**

Members of the Commission

Councillor Gee (Chair)
Councillor Cole (Vice-Chair)

Councillors Batool, Pandya, Pickering, Riyait and Willmott

1 unallocated Non-Group vacancy

Co-opted Members (Voting)

Gerry Hirst	Roman Catholic Diocesan
Carolyn Lewis	Church of England Diocese
Mr Mohit Sharma	Parent Governor (Primary / Special Schools)
Vacancy	Parent Governor (Secondary Schools)

Standing Invitees (Non-Voting)

Janet McKenna	Unison
Joseph Wyglendacz	Teaching Unions
Vacancy	Faith Representative (Hindu)
Vacancy	Faith Representative (Muslim)
Vacancy	Faith Representative (Sikh)

Members of the Commission are invited to attend the above meeting to consider the items of business listed overleaf.

For the Monitoring Officer

Officer contacts:

Ayleena Thomas (Democratic Support Officer),
Tel: 0116 454 6369, e-mail: Ayleena.Thomas@leicester.gov.uk
Leicester City Council, City Hall, 3rd Floor Granby Wing, 115 Charles Street, Leicester, LE1 1FZ

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- ✓ 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:

, Democratic Support Officer on 0116 454 6369.

Alternatively, email Ayleena.Thomas@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 MEETINGS

**Appendix A
(Pages 1 - 16)**

The minutes of the meeting of the Children, Young People and Schools Scrutiny Commission held on 25 February 2021 (Appendix A1) and 11 March 2021 (Appendix A2) are attached and Members are asked to confirm them as a correct record.

4. MEMBERSHIP OF THE COMMISSION

Members are asked to note the membership of the Children, Young People and Education Scrutiny Commission for 2021/22:

Councillor Gee (Chair)
Councillor Cole (Vice Chair)
Councillor Batool
Councillor Pandya
Councillor Pickering
Councillor Riyait
Councillor Willmott
(1 non-group place vacancy)

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

vacancy)

5. DATES OF COMMISSION MEETINGS 2021/22

Members are asked to note that meetings of the Children, Young People and Education Scrutiny Commission for the 2021/22 municipal year are scheduled to be held on:

Tuesday, 22 June 2021
Tuesday, 31 August 2021
Tuesday, 19 October 2021
Tuesday, 7 December 2021
Tuesday, 18 January 2022
Tuesday, 8 March 2022

6. PETITIONS

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

7. QUESTIONS, REPRESENTATIONS AND STATEMENTS OF CASE

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

8. REVIEW OF SCOPE OF THE COMMISSION

The Strategic Director for Social Care and Education will provide a verbal update in relation to a review of scope of the Commission, including the work done within the department to deal with the impact of Coronavirus on Leicester's Children's Services and schools.

9. THE UNDERACHIEVEMENT OF 'BLACK CARIBBEAN' AND 'WHITE BRITISH WORKING-CLASS' PUPILS OF SECONDARY SCHOOL AGE IN LEICESTER

**Appendix B
(Pages 17 - 30)**

The Principal Education Officer submits the Underachievement of 'Black Caribbean' and 'White British Working-Class' pupils of secondary school age in Leicester' report to provide some context and background to the current work across Education to improve outcomes for all disadvantaged children and particularly those groups identified by Scrutiny Commission.

The Children, Young People and Education Scrutiny Commission are asked to:

- 1) Note the content of the report,
- 2) Note the actions taken and proposed.

10. PROVISION OF TAXI FRAMEWORK FOR VULNERABLE PEOPLE

**Appendix C
(Pages 31 - 38)**

The Strategic Director for Social Care and Education submits a report to provide the Children, Young People and Education Scrutiny Commission with an update on the provision of taxi journeys for Vulnerable people and the implementation/procurement of a new Framework.

11. REVIEW OF HIGH NEEDS BLOCK - SEN SUPPORT FOR PUPILS IN MAINSTREAM

**Appendix D
(Pages 39 - 52)**

The Director for Adult Social Care and Commissioning will provide a verbal update on the Review of High Needs Block – SEN Support for pupils in mainstream.

12. NATIONAL REVIEW OF CHILDREN'S SOCIAL CARE

**Appendix E
(Pages 53 - 60)**

The Director for Social Care and Early Help submits the Independent Review of Children's Social Care Terms of reference and letter to the Chair of the review from President of ADCS.

13. UPDATE ON IMPROVEMENT PROGRESS

**Appendix F
(Pages 61 - 64)**

The Strategic Director for Social Care and Education submits a letter from Ofsted, following the formal 'annual engagement meeting'.

14. JOINT SPECIAL EDUCATION NEEDS AND DISABILITIES COMMISSIONING STRATEGY

**Appendix G
(Pages 65 - 120)**

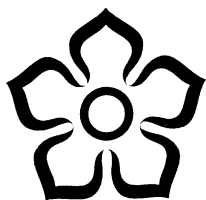
The Director for Adult Social Care and Commissioning submits a report on the Joint Special Education Needs and Disabilities Commissioning Strategy.

15. WORK PROGRAMME

Members of the Commission will be asked to consider items for the future work programme.

16. ANY OTHER URGENT BUSINESS

The Strategic Director for Social Care and Education will provide a verbal update on the SEND local area re-visit.



Leicester
City Council

Appendix A1

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

Held: THURSDAY, 25 FEBRUARY 2021 at 4:00 pm

P R E S E N T :

Councillor Dawood (Chair)
Councillor Cole (Vice Chair)

Councillor Pantling
Councillor Rahman

Councillor Riyait
Councillor Whittle

In Attendance:

Councillor Cutkelvin, Assistant City Mayor - Education and Housing
Councillor Russell, Deputy City Mayor - Social Care and Anti-Poverty

Also Present:

Gerry Hurst - Roman Catholic Diocese
Mr Mohit Sharma - Parent Governor (Primary / Special Schools)

* * * * *

111. APOLOGIES FOR ABSENCE

Apologies for absence were received from Carolyn Lewis, Janet McKenna and Joseph Wyglendacz.

112. DECLARATIONS OF INTEREST

Councillor Cole declared an Other Disclosable Interest in the general business of the meeting that he had family members who worked within schools and a family member that worked within the Council.

Councillor Rahman declared an Other Disclosable Interest in the general business of the meeting that she was a governor at a school.

In accordance with the Council's Code of Conduct, these interests were not considered so significant that they were likely to prejudice the Councillors judgement of the public interests. Councillors Cole and Rahman were not

therefore required to withdraw from the meeting during consideration and discussion of the agenda items.

113. MINUTES OF THE PREVIOUS MEETING

AGREED:

that the minutes of the Children, Young People and Schools Scrutiny Commission meeting held on 13 January 2021 be confirmed as a correct record.

114. CHAIR'S ANNOUNCEMENTS

The Chair welcomed everyone to the meeting, reminding everyone that this was a virtual meeting, as permitted under Section 78 of the Coronavirus Act 2020, to enable meetings to take place whilst observing social distancing measures.

At the invitation of the Chair, Members and officers present at the meeting then introduced themselves.

The Chair informed the Commission that agenda item 9 – 'Edge of Care interventions Summary Report Quarter 2: 2020-21' would be deferred to the CYPS Scrutiny Commission meeting in April.

It was noted that a Special Meeting of the Children, Young People and Schools Scrutiny Commission would take place on 11 March 2021 to discuss the 'Realignment of Special School Funding'.

115. PETITIONS

The Monitoring Officer reported that no petitions had been received.

116. QUESTIONS, REPRESENTATIONS AND STATEMENTS OF CASE

Ruth Sinhal (questioner) posed a question/ statement at the previous meeting and since then, a written response from Officers had been provided. Ruth Sinhal was present at this meeting and gave details of a subsequent statement (provided to the Commission prior to this meeting). Some of the points Ruth highlighted from her statement included the positiveness of promoting racial literacy training in schools and requested the Council to be willing to work with local anti-racist groups in order to signpost schools where they could get the right literacy training.

In response, the following was noted:

- That a positive meeting had been held with officers, Assistant City Mayor for Education and Housing and Ruth Sinhal.
- Partnerships had been established with schools over the past year to ensure the right practice was being shared.
- Racial literacy training was the starting point of an ongoing discussion, some discussions of which had already commenced with organisations

such as the African Heritage Alliance.

Members of the Commission welcomed the discussion and also contributed observations, and the following points were made:

- Support was expressed for racial literacy training and it was felt that the Council had a responsibility to ensure good educational outcomes of children in this City. It was further urged that these principles would need to be embedded into the system rather than merely providing literature.
- The idea of inviting Members to sessions once they were up and running was welcomed.
- It was reported that the Government had posted details regarding the 'Petitions Committee: Online engagement on Black history and Cultural diversity in the curriculum' and the Member requested that this be monitored.

Ruth Sinhal was thanked for all the hard work and efforts and it was noted that further work/ communication with Ruth Sinhal and key stakeholders in relation to the anti-racism pledge and addressing the cultural bias would continue.

AGREED:

1. That a report would come back to a future meeting.

117. TAXI TRANSPORT SERVICE FOR SEND CHILDREN

The Strategic Director for Social Care and Education provided a verbal update in relation to the Taxi Transport Service for SEND children. The following was noted:

- Approximately 18 months ago the transport service for SEND children moved from being held in the housing division to the education division.
- £7.5m was spent on taxi services in Leicester City taking children to and from schools, an amount which was noted to be a large majority of funding the Council had to support education.
- The unit costs being paid for these journeys was significantly higher compared to other cities in the country, one reason for this was the amount of transport being provided.
- The contracts were looked into to see if there was a different way the services could be procured. It was aimed to move away from the framework of a taxi provider bidding for a route of transporting a new service user, to moving to an agreed fixed price for each route which would be in two parts; 1) a flat rate for doing any journey and 2) a per mile distance rate.
- Engagement with the operators took place over an extended period and the proposed arrangements were worked through with the taxi providers, a formal procurement process took place and a number of taxi companies made bids and contracts were awarded.
- It was planned that the new arrangements would commence from January 2021. However, when assigning routes to individual taxi providers, the operators were not content with the offered rates and doing the work under those newly procured terms, even though those

rates had been explicit throughout the procurement process.

- As a result, the existing contract was then extended until half term to allow for further engagement with the taxi operators to see whether within the procurement boundaries there was scope to adjust the arrangements, however it was not possible to reach an agreement. The procurement process was then abandoned, and the existing contract extended for a further year until a new procurement exercise could be completed.
- The service has had to go back to the drawing board to identify options that could be used to do this. These included: looking at travel training, providing support to families to be able to transport children themselves to schools and looking at the range of alternative travel options.

Members of the Commission discussed the taxi transport service for SEND children and the Strategic Director for Social Care and Education responded to the queries, as below:

- The reasons why the agreement didn't hold were further clarified, one being that taxi operators thought there was scope for further negotiation following the agreement of fixed prices, however the procurement contract didn't allow for this.
- LCC was looking to reduce costs by 10% (£1m) across the overall £10m taxi budget, to be in line with the costs of their statistical neighbours. The procurement process over the next year would look at how the loss of saving for this year could be mitigated and it was reiterated that if travel training and other aspects were implemented this could allow some costs to be recouped.
- It was confirmed that during the process there was no impact to children and no child was left without transport as the existing contractual arrangements continued.

AGREED:

1. That the verbal update be noted.
2. Request a report to be brought regarding the financial impact and the impact on the vulnerable communities being engaged with to the April meeting.

118. VIRTUAL SCHOOL HEAD ANNUAL REPORT 2019/ 20

The Strategic Director for Social Care and Education submitted the Virtual Head report which highlighted the achievements of Leicester City's looked after children in the school year 2019/2020. The report coincided with the period of national lockdown arising from the Covid-19 resulting in most of our looked after children accessing learning remotely from home during the summer term.

The presenting Officer informed the meeting of the following:

- The aim was to ensure the educational outcomes of looked after children were near to that of their school peers.
- It was reported that a maintained year on year improvement in school attendance had been achieved, there were no permanent exclusions

and the rate of fixed term exclusions had decreased for the looked after children.

- GCSE grade achievements for looked after children were explained and it was noted that teacher assessments had been cancelled and GCSE's assessed in a different way, so there were no comparative data for that year.
- During the national lockdown most looked after children accessed their learning remotely, were provided with access to a digital device for this, and a Virtual School touch down website was also established with resources to support learners and carers.

Members discussed the report and officers responded:

- It was further reiterated that exclusion rates had gone down and although it was aimed to avoid exclusions, for the few that did happen most were one day exclusions generally relating to challenging behaviour including persistent disruption or not following instructions. To address an exclusion, resources were put in place and interventions to readdress the balance as to the underlying issues.
- A Member of the Commission highlighted a point about the higher costs of employing temporary staff as opposed to employing permanent staff. The service would be discussing this issue with management in March.
- In terms of careers support/ further education, it was noted that were visits for looked after children to universities, starting from primary school years and throughout school years. In addition, a sailing ship enrichment experience activity was offered which gave the opportunity to support the looked after children in developing their aspirations. It was noted that the tour ship activity had been confirmed for this year. The support provided through university life was also explained.
- Some of the reasons why looked after children were not in education, employment or training post 16 were reported. Some reasons were due to several looked after children becoming young parents for that report year but who would return; some hadn't engaged with education at any point for a wide range of reasons and some were serving time in institutions. A lot of time was spent working on how to engage and intervene and this was dealt with on a child by child basis taking into account many factors.
- In terms of disproportion to the figures, it was noted that the majority of children looked after were from a white British background.
- Progress had been made on all the key objectives and it was noted that this was a continual process and was not expected to be achieved within a year.

The team were thanked for their hard work

AGREED:

1. The Commission note, welcome and approve the Virtual School Head Annual Report 2019-20.
2. The Commission notes that the impact of Covid-19 would have affected young people and a report is requested to identify its

challenges and how these issues will be addressed.

119. EDGE OF CARE INTERVENTIONS SUMMARY REPORT QUARTER TWO: 2020-21

This item was deferred to the next meeting of the Children, Young People and Schools Scrutiny Commission.

120. CHILDREN'S SOCIAL CARE AND EARLY HELP ASSURING QUALITY OF PRACTICE QUARTERLY REPORTS

The Director for Social Care and Early Help submitted a presentation to update Members of the Commission on the Children's Social Care and Early Help Assuring Quality of Practice Quarterly Reports for quarters one and two.

- The presentation detailed the impact of Covid-19 and the alterations put in place including all meetings being moved to virtual arrangements and any face to face visits saw social workers and EH practitioners always wearing PPE equipment.
- The 'Their door is shut. Ours is open' campaign helped to see the referral rates go back up after an initial decrease at the start of the pandemic.
- Since the beginning of the Covid-19 pandemic restrictions in March 2020, a continued increase had been evident in children subject to repeat child protection plans. Following a look at 40 families, this showed good evidence of good quality effective relationships with social workers, Edge of Care practitioners and young people, parents/ carers. Measures had now been put in place where there were gaps in the assessments.
- Figures of children in care and care leavers were provided and one of the areas for focus noted was to move planning for transitions to adulthood earlier to 14 years rather than 16 years as this would give the children more opportunity to prepare.
- 'Quaranteens' – which was a social media campaign aimed at supporting living in lockdown created by young people, won Best Project 2020.

In response to Members comments, the following was noted:

- Following this piece of work, a large discrepancy was noted between the foster carers training and the kinship carers' training. Since then discussions had taken place and kinship carers would now have the opportunity to engage in carers training more effectively than previously. In addition, part of the support has been restructured, splitting the service so there was bespoke support for recruited foster carers and those kinship carers, some of the training and learning and development had also been split. The offer was now also more varied and included online training.
- Out of approximately 28 parents who took the participation surveys and parental feedback, the vast majority reported that they found the

conference easier to be part of, however, some felt that not being present in a room left them at a disadvantage. Looking forward at least the initial meeting, would be moving to a hybrid model and risk assessments would take place to determine which method would be more effective.

- The importance of Q&A work was expressed, and the presenting officer explained the process after each Q&A report was made/ carried out. This included, that the reports were discussed at the monthly improvement board meetings and then all actions were distributed to the relevant service. These reports allowed for the service to have the resource to be able to look in more detail if required to see what could be improved. The importance of celebrating success was also noted.

AGREED:

1. That the Commission note and welcome the many strengths which have been identified in the report.
2. The Commission welcomes and is pleased that the Leicester City Council 'Quaranteens' project created by young people, was nominated for and won the *'Best Project 2020 by National Leaving Care Bench Marking Forum'*. In addition, the Commission welcome that Leicester City Council have been recognised for good practice in the LGA for the LLR campaign 'Their door is shut, ours is open'.
3. The Commission would like to be updated on progress following the areas of focus on the transitions of adulthood, care plan safety planning at a future meeting.

121. IMPACT OF CORONAVIRUS ON LEICESTER'S CHILDREN SERVICES AND SCHOOLS

The Strategic Director for Social Care and Education provided a verbal update in relation to the impact of the coronavirus on Leicester's children services and schools.

The Government had recently announced all schools would be reopening on 8th March 2021, with secondary schools having a phased return from this date to allow for lateral flow testing to be offered to the children. To help this process, work would be carried out to promote and help the Covid-19 testing process in schools. In addition, areas of wearing face coverings were being considered for schools amongst other measures for parents.

The current rate of cases in Leicester was now reported to be five times higher than in September 2020 when children returned following the previous lockdown.

Following Members comments the below responses were provided:

- There were still concerns around the infection rate and whether children returning to school could worsen this, however, it was essential for children to be back in school. Schools were looking at reducing bubble

sizes to reduce the transmission bridges. It was however reconfirmed that there had not seen big number of transmission cases in schools and the measures put in place by schools were able to contain reported cases.

- An increased amount of teaching staffing now met the new shielding requirements and as a result were not required to come back into school, which could mean less staff available on site. Shielding was due to end on 31 March.
- Some of the things in place to support schools and children on the concern of mental health included the Wellbeing Education Recovery Programme training which was offered to all schools and colleges in the City and had been supported by the educational psychology team and mental health teams. School nurses were also being re-introduced, including an online digital offer where students could get self-help and in addition many schools were looking at what their counselling offer would need to be going forward.
- Following a Member's concern that children had been locked down a lot over the past year and needed outdoor sports, playschemes etc. It was responded that some outdoor sports clubs would be reopening nationally soon, and sports activities organised by schools could be restarted again, some of which could be funded via the 'catch up' fund.
- In the holiday a new programme called the Holiday Activity and Food programme which worked closely with a range of providers including sports clubs, adventure playgrounds and more to ensure there was an offer for children to be active and socialise.
- Schools and the Education Welfare Team would be and had been working closely with families who had concerns about sending their children back to school.
- Members were requested to update the Assistant City Mayor for Education on any queries being received from parents. These would be added to a crib sheet being put together, of which the information on schooling arrangements and guidance could then be circulated to Members and something for parents.
- It was reported that many staff were keen to be vaccinated however many were not necessarily in the age category being called for the vaccination. Following a discussion, Members were all in accordance to support the Department for Education (DfE) in their lobby that all teaching staff should have access to being vaccinated as a priority, regardless of age group.

AGREED:

1. That the Commission agree to support the DfE in that teaching staff should have access to being vaccinated as a priority, regardless of age group.

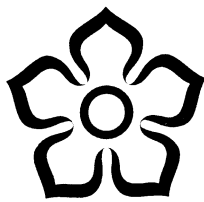
122. WORK PROGRAMME

AGREED:

That the work programme be noted.

123. CLOSE OF MEETING

The meeting closed at 6.58pm.



Leicester
City Council

Appendix A2

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

Held: THURSDAY, 11 MARCH 2021 at 5:00 pm

P R E S E N T:

Councillor Dawood (Chair)
Councillor Cole (Vice Chair)

Councillor Pantling
Councillor Rahman

Councillor Riyait
Councillor Whittle

In Attendance:

Councillor March
Councillor Dr Moore
Councillor Cutkelvin, Assistant City Mayor - Education and Housing
Councillor Russell, Deputy City Mayor - Social Care and Anti-Poverty

Co-opted Members (Voting)

Mr Mohit Sharma – Parent Governor (Primary / Special Needs)

Standing Invitees (Non-Voting)

Janet McKenna - Unison

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124. WELCOME AND INTRODUCTIONS

The Chair welcomed everyone to the meeting, reminding everyone that this was a virtual meeting, as permitted under Section 78 of the Coronavirus Act 2020, to enable meetings to take place whilst observing social distancing measures.

At the invitation of the Chair, it was noted that Councillor March, Councillor Dr Moore and Sue Strange, a parent of a child who was attending Millgate School were all invited to participate in discussion of item 5 "Re-alignment of Special

School Funding”.

The Chair requested that all Members, officers, Members of the Executive and invitees present at the meeting kindly introduce themselves.

125. APOLOGIES FOR ABSENCE

Apologies for absence were received from Gerard Hurst (Roman Catholic Diocesan), Carolyn Lewis (Church of England Diocese) and Joseph Wyglendacz (Teaching Unions).

126. DECLARATIONS OF INTEREST

Councillor Cole declared an Other Disclosable Interest in the general business of the meeting that he had family members who worked within schools and a family member that worked within the Council. In addition, Councillor Cole declared that he represented the ward in which West Gate School was located.

Councillor Whittle declared that he represented the ward in which Millgate School was located.

In accordance with the Council’s Code of Conduct, these interests were not considered so significant that they were likely to prejudice the Councillor’s judgement of the public interests. Councillor Cole and Councillor Whittle were not therefore required to withdraw from the meeting during consideration and discussion of the agenda items.

Although not a member of the Commission, Councillor Dr Moore declared an Other Disclosable Interest in agenda item 5, “Re-alignment of Special School Funding”, for transparency, that she was a governor at Keyham Lodge and Millgate School. This interest was not considered to be significant enough to preclude Councillor Dr Moore from addressing the Commission at the invitation of the Chair.

127. PETITIONS

The Monitoring Officer reported that no petitions had been received.

128. QUESTIONS, REPRESENTATIONS AND STATEMENTS OF CASE

The Monitoring Officer reported that no questions, representations or statements of case had been received.

129. RE-ALIGNMENT OF SPECIAL SCHOOL FUNDING

The Strategic Director for Social Care & Education submitted this report to provide the Children, Young People and Schools Scrutiny Commission with the opportunity to provide feedback and comment on the outcome of a consultation exercise to implement a new funding formula for the six maintained special

schools in the city. It was proposed the changes would take effect from 1 April 2021.

The Assistant City Mayor for Education introduced the item and officers presented the report. The following was noted:

- The review of the special schools' funding related directly to the imbalance of the existing funding arrangements between the six schools. It was noted that four of the schools would see an increase of funding, whilst two schools namely Keyham Lodge and Millgate School would see their funding reduced.

All Members and invitees present, engaged in discussion of the report and noted some of the below concerns including:

- The legal and equality impact of the review, that a longer programme for consideration was required especially for the Commission's comments to be taken on board. There was a lot of concern from Members and invitees that the budget cap would have a detrimental effect on Keyham Lodge and Millgate Schools, who were currently achieving outstanding results. In addition, clarity was requested on the following points: the DfE agreement process and general timelines for implementing, standardised costs and the banding system. On the point of the consultation; it was queried as to why feedback from parents and children was not included within the report and it was reiterated that lots of work was required to help all children not just those achieving high grades.

Officers present and the Assistant City Mayor for Education responded to the comments, as set out below:

- There were four specific SEND schools in the City which were significantly underfunded, and the proposed budget was seeking to address this. Some schools had surplus in their budgets and others were struggling.
- There would be difficulties if the process was put on hold as it would mean that the schools who were set to gain from the budget increase wouldn't receive the level of support they required for another year.
- It was clarified that this funding was a ringfenced grant (the high needs block) from the Department of Education (DfE) which could only be spent on Special Needs Education. The review aimed to ensure redistribution of the funding in a fair and transparent manner.
- The banding system was developed with reference to systems in other Local Authorities. The schools identified the band for each pupil and LCC worked closely with the schools to ensure the banding model worked. The bulk of funding would follow each pupil based on their need and regardless of which school they attended. It was noted that this banding system would be kept under review. In addition, a review into the high needs block would also take place. To ensure 'band creep' was avoided, communication would be made with the special schools this

week to request them to design a moderation system for decisions to be made by their peers.

- In relation to a timeline for the process by which the reductions would be made in the case of two schools, it was explained that LCC were planning to submit an application in the next few weeks, the DfE would then generally take a couple of months (anticipated by end of May/ June) to respond. Following the DfE response phasing would be implemented around Autumn time. The intention was to have a rapid conversation with the two schools to inform them what a transition period would look like.
- Only half the EHCP children were noted to be in special schools, as the other half were in mainstream schooling. This balance was noted to be broadly consistent with national practice. However, there was a consistent message from mainstream secondary schools that they were not equipped for SEND children's needs and also for those with behavioural problems. It was therefore noted that the service would be looking at how these mainstream schools could be enabled to cater more effectively for SEND children – this upcoming piece of work was noted as forming a key element of the 'inclusion agenda'.
- It was reported that the consultation exercise took place with stakeholders and included regular meetings with the special school's grouping. A letter was drafted from each of the schools to parents regarding the consultation and details were provided in school bulletins/ newsletters, however some schools may have communicated this information better than others. Furthermore, the Parent Carer Forum, the SEND information Advice and Support Service and Big Mouth Forum were worked with and over 150 parent and carer responses were received.
- Another aspect highlighted during the discussion was that educational support may need to be looked at separate to how these children could be better supported with their social care needs.

The Chair thanked everyone present for their contribution to the meeting.

AGREED:

1. The Commission is concerned about the potential impact on student's education and welfare and therefore requests an update of any significant issues that may arise as a result of the new arrangements.
2. The Commission is concerned about the impact of any staff reviews as a result of the new arrangements and would like to be informed about any decrease of staff, which in turn could potentially affect the support provided to the students.
3. A report to be bought back informing the Commission on the outcome of the transition discussions with the schools.
4. Concerns in the report have been raised in relation to legal and equality impact of the review and the potential reputational damage to the authority.
5. The Commission to be updated about the outcome of the letter to Department for Education.

6. The Commission to be notified when the new funding arrangements will be implemented.

130. CLOSE OF MEETING

The meeting closed at 7.34pm.

Response to Scrutiny enquiry into

‘The Underachievement of ‘Black Caribbean’ and ‘White British Working-Class’ pupils of secondary school age in Leicester’

Children, Young People and Schools
Scrutiny Commission

Date of meeting: 14 April 2021

Lead director/officer: Sue Welford

Useful information

- Ward(s) affected: All
- Report author: Sue Welford
- Author contact details: sue.welford@leicester.gov.uk
- Report version number: 3.0

1. Summary

- 1.1. In October 2019, the Children, Young People and Schools Scrutiny commission published a working group report into - The Underachievement of 'Black Caribbean' and 'White Working-Class' pupils of secondary school age in Leicester'. This report provided a number of recommendations for schools and the education division of the council.
- 1.2. In Leicester, there remains significant work to be done in the Education arena to address the low outcomes for children at the end of their secondary school years. These low outcomes are particularly noticeable for those of Black Caribbean heritage as are those for disadvantaged White male students.
- 1.3. This report provides some context and background to the current work across Education to improve outcomes for all disadvantaged children and particularly those groups identified by Scrutiny Commission. We will talk to the individual recommendations during the meeting.
- 1.4. Over the years there have been a number of initiatives to improve outcomes. This has impacted positively on the progress during secondary schooling for most groups of pupils. For some groups there have been targeted programmes of work to address poor outcomes. This has been particularly the case for those of Black heritage. These interventions have been short-term and targeted and have supported and improved the results of some of those involved but have not delivered wholesale improvements or the change in culture and the sustained impact that is needed.
- 1.5. The role of the LA has changed significantly over the years. Compared to ten years ago, the permission and capacity for directing schools has steadily been removed from councils by central government. School funding has also changed with almost all monies for mainstream provision distributed to schools through a national funding formula. Grants that previously were used in line with local discretion are now within the main formula.
- 1.6. As a result of the government's policies on reducing burden on schools, they are not required to submit racist incidents to local authorities. This does not get collected centrally by our local authority as we no longer have the budget for the staff who used to collect and respond to this information. Our schools continue to monitor and report these incidents to their governing bodies.
- 1.7. As a result of the government's policies with the transfer of responsibilities from the local authority to schools, each school governing body is responsible for its own policies which must be agreed and published on the school's website. Guidance on the content of policies is provided to governing bodies through the DfE website. The local authority also supports governing bodies through exemplar policies published on the schools' extranet (a secure website maintained

by the local authority for all schools in the city). We promote and provide guidance on equality and diversity.

- 1.8. The council works to improve education outcomes for all students through developing partnerships with schools, with governors, with leaders and with multi-academy trusts. Previously we worked directly with teachers and indeed occasionally with children and young people. The change of the role of the local authority means that we can influence through leadership, partnership and relationships rather than through direction or intervention.
- 1.9. The Education Division monitors the performance of schools using a range of data available, including outcome and progress data, exclusions and attendance. This information alongside intelligence from various sources (Ofsted reports and qualitative data from colleagues across the council who visit the school, such as Estates and Buildings Services, Health and Safety, SEND support staff, HR, Safeguarding in Education and finance information) enables us to identify a school's strengths and weaknesses.
- 1.10. The local authority and contracted school improvement partners undertake performance discussions (challenge/support visits) with schools and agree their priorities for the year. This also contributes to their preparation for Ofsted inspection.
- 1.11. For most schools a challenge/support visit happens once a year. Where there are concerns, we provide up to 10 extra days of planned support for the school leadership. We no longer have the responsibility for direct support or challenge with Academies.
- 1.12. When working with schools, we identify underperforming groups of pupils in that school where outcomes should be improved and need targeted support. Some groups have very small numbers in individual schools and may not have a significant impact on overall outcomes for that school. We consider all groups on a city-wide perspective and where they are underperforming, challenge the education system as a whole.
- 1.13. The Covid-19 pandemic has had a positive impact in enabling us to develop our role, influence and credibility with schools. School leaders have told us they see the benefits of working more collectively and in close connection with the council. This strengthening of our partnership is a good foundation for collaborative working with our cadre of school leaders to influence change and enable us all to improve outcomes for children across the city.

2. Recommended actions/decision

- 2.1 Scrutiny to note the content of the report
- 2.2 Scrutiny to note the actions taken and proposed

3. Scrutiny / stakeholder engagement

This report is a response to the recommendations of the Children and Schools Scrutiny Commission enquiry into 'The Underachievement of 'Black Caribbean' and 'White British Working-Class' pupils of secondary school age in Leicester'

4 Detailed Report - Background - what we used to do

4.1 MacPherson Review

4.2 In the first ten years following the MacPherson report significant support was provided to schools through the Ethnic Minority Achievement Service. This team actively developed a range of strategies to improve outcomes for children of Black heritage and ensure that the content of the curriculum met the needs of our diverse society.

4.3 Up to 2010 the Local Authority's Education and Inclusion Division employed an Ethnic Minority Advisory Service of 8 staff including an advisory teacher for racial equality. Through training and advice, the team actively supported schools to monitor and improve practice. The Service also maintained a database of racist incidents. Funding changes by the DfE for pupils with English as an Additional Language and/or from an Ethnic Minority meant that there was no longer the grant to maintain this function.

4.4 Since 2010, the changes in funding and the revision of the National Curriculum has reduced the opportunity for the local authority to influence the schools' interpretation and implementation of the curriculum. The recent improvements in our relationship with schools and the recognition of the role of the Local Authority provide us an opportunity to use our influence.

4.5 One of the many recommendations from the MacPherson report was that organisations adopt a definition of a racist incident and that the definition should be universally adopted by the Police, local Government and other relevant agencies:

"A racist incident is any incident which is perceived to be racist by the victim or any other person".

That the term "racist incident" must be understood to include crimes and non-crimes in policing terms. Schools are expected to adopt this definition.

5 The Changing landscape

5.1 Following MacPherson in 1999, although there has continued to be developments in addressing inequalities in the country, there is still a lot to be done. Most recently, inequalities have again been highlighted by the Black Lives Matter movement. The movement has re-energised and provided further impetus to social change and overcoming unconscious racial bias that exists in our society.

5.2 In October 2017, the Equality and Human Rights Commission published "A roadmap to race equality". The recommendations set out in relation to **Education** are to take action to improve educational outcomes so that every child has a fair chance to fulfil their potential irrespective of their ethnicity.

This includes:

5.3 *Ensuring that equality and human rights are part of the curriculum to instil shared values, tackle prejudiced attitudes by educating about difference, foster community cohesion and enable young people to fully participate in our democratic society. The curriculum should also include Britain's immigration history to enable children to understand how this has shaped all aspects of our country.*

The National Curriculum for History does not make the inclusion of Britain's immigration history as statutory. In Leicester, many of our schools do include these elements to reflect our richness of culture and diversity of children in the city.

- 5.4** *Publish a plan of concrete actions to improve understanding of, and tackle the disproportionate levels of exclusion, absences and attainment rates among, certain ethnic minority groups, including Gypsy and Traveller children, in primary and secondary schools.*

Whilst government has been tasked with these concrete actions and have made progress in some areas, we actively monitor the levels of exclusion, absence and attainment across different ethnic minority groups. This information is shared with schools both at an individual and city-wide level to highlight these inequalities. The Scrutiny Commission report highlighted those specific groups - Black-Caribbean heritage and disadvantaged white boys - where underachievement in secondary outcomes is significant. These groups are the focus of our partnership challenge discussion with schools and form a key strand in our Education improvement plans.

- 5.5** *Ensure all teachers have access to training and resources on how to identify, record and develop strategies to respond to bullying and identity-based bullying so they have the tools and confidence to protect pupils.*

Training is offered to primary schools through the 'No Outsiders' programme to teach the Equality Act (2010).

To support Leicester's anti-bullying approach, we offer training and support to schools and other settings to implement the 'Everyone's Welcome' approach.

Schools are actively encouraged to support all children and to promote inclusive practice in their schools, which is a key element of the new Relationship and Sex Education curriculum.

We will be developing a programme of racial literacy training for staff and governors in school to be rolled out in the 2021/22 academic year.

- 5.6** *Encourage schools and higher education providers to improve their understanding of all ethnicity attainment, attendance and dropout rates in higher education institutions and to take actions to address them.*

Our partnership with the universities in Leicester provides opportunities to discuss dropout rates and ethnicity attainment. The local authority's Connexions service, challenges further education institutions and colleges about retention rates of young people in different groups.

Through our performance dialogue meetings with schools we highlight areas of concern and underperformance including the city-wide issues of black underachievement and white disadvantaged underachievement

6 Current Practice

- 6.1** The Education Division uses a range of indicators, data and qualitative intelligence - some provided directly from schools - to monitor pupil and school performance. This information is triangulated to identify pressure points or weaknesses which have an effect on underperformance of the school and/or poor outcomes for children. In the past year, we have worked more closely with schools and collaboratively adapted monitoring systems to make sure we continue to understand the context of exclusions and attendance for different groups of children as well as the impact of remote learning on different families.

6.2 We share information with schools, settings and governors to improve understanding of any disproportionate levels of exclusion, absences and attainment rates in primary and secondary schools.

6.3 In 2020, there were no performance indicators for schools as assessments and formal monitoring was suspended. Statutory assessments have also been cancelled for 2021 except for qualifications such as GCSE, BTEC and A levels which will be assessed in different ways. This information will not be available to local authorities and cannot be compared to previous years. Due to the partnership working we have established, schools have agreed to share their ongoing assessments for children in primary school and their GCSE results files. This will enable us to understand the performance of different groups across the city, with the proviso that the assessments will not have been moderated against national standard criteria.

6.4 School Improvement activity

The Education Performance Service's two School Raising Achievement Partners carry out the statutory duty of monitoring schools on behalf of the Local Authority. This work is supported by School Improvement Partners who are commissioned directly by primary schools.

These professionals are tasked with highlighting and challenging schools through the following activities:

- Analysing headline data including that relating to vulnerable groups such as White British, Black Caribbean and disadvantaged students
- Evaluating the quality of Teaching, Learning and Assessment
- Analysing attendance data for all students and vulnerable groups, with the EWO service responding to individual cases of irregular attendance
- Challenging the use of data on vulnerable groups and the processes in place by senior and middle leadership to intervene when students underperform
- Evaluating the school access to additional funding for underperforming pupils via the National Tutoring Programme (post Covid)
- Evaluating the pastoral system and the strategies adopted by schools to monitor and improve wellbeing and attendance for all groups of students.
- Ensuring review of school websites for compliance in the public sector equality duty. This must include how the school is:
 - ~ Eliminating discrimination
 - ~ Improving equality of opportunity for people with protected characteristics
 - ~ Consulting and involving those affected by in-quality in the decisions the school takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community)

6.5 We are working with schools at both individual, operational and at strategic levels to highlight the underperformance of the Black Caribbean heritage group. By raising the profile of this group of children we can ensure schools (who may only have one or two children of that heritage) are supporting them.

6.6 As part of the performance dialogue with all schools the School Improvement Partners have been asked to particularly focus on the outcomes for children of Black Caribbean heritage and those who are White British and disadvantaged to identify the actions being taken to improve outcomes.

6.7 Curriculum

Schools are responsible for the delivery of the national curriculum and also for ensuring they meet national guidance for Personal, Social and Health Education (PSHE) and locally agreed syllabus for Religious Education (RE). Managing this delivery effectively enables schools to educate and inform students about the rich and diverse society in which we live.

The Education Division works with strategic partners such as the Education Improvement Partnership (EIP) and Leicester Primary Partnership (LPP) who have established networks to support curriculum leadership. This provides good opportunities to share good and emerging practice across the city.

In September 2020, the council facilitated sharing of good practice and training materials to support the introduction of the Relationship and Sex Education (RSE) curriculum. This curriculum focusses on how children can build relationships and understand societal and cultural differences.

6.8 Closing the Gap

This is a programme funded by Leicester's maintained primary schools which aims to address city-wide priorities, develop and sustain long-term impact on pupils' outcomes. Primary headteachers, local authority education staff and teaching schools have prioritised three strands of work related to heritage:

1. To improve teaching and learning and raise the achievement of all pupils, particularly in relation to religion, belief, BAME communities, etc.
2. To raise the awareness of teachers, senior leaders, governors, etc. about issues around BLM and the diversity and needs of BAME groups in Leicester.
3. To strengthen the role of SACRE, especially in terms of its key functions and statutory responsibilities regarding the RE curriculum

6.9 Pupil Premium

Pupil Premium Funding is given to schools based on the number of children who are eligible for free school meals or have been eligible in the past 6 years. Pupil premium funding is also given for children of Services personnel and those children who are looked after or previously looked after. This funding is designed to be used by schools to raise attainment among disadvantaged students.

Schools are required to plan how this funding is spent and report on the impact it is having on closing the gap between disadvantaged pupils and other pupils. This information must be published on each school's website and when Ofsted inspect the school, they review this plan and report.

Secondary schools have been encouraged to consider how this funding could be channelled to boost outcomes specifically for Black Caribbean and White British working-class students.

In January 2020, there were 11,196 children eligible for pupil premium based on free school meals eligibility which provided funding for schools of £13.4m. In January 2021, there were 13,539 children meeting the criteria which would have provided £16.2m of funding, however the DfE have determined they will now base Pupil Premium Funding on October census figures. This means that only 12,732 were eligible and city schools will receive £1.02m less funding than expected.

6.10 Governor Support

Local Authority Governor Services support Governors in maintained schools to carry out their role. Selection of governors takes place within the school setting

and schools are encouraged to recruit governors from their communities in order to reflect the diversity in their schools. Training and resources are offered to Governors in order to fulfil their role(s), including regular reminders about the need to monitor progress and attainment of all pupil groups, particularly vulnerable groups.

6.11 Safeguarding in Education

The team at the local authority offer schools a Safeguarding Health Check and/or audit. As part of this work they explore with the leadership of the school to ensure staff are aware of the risks to vulnerable students, including BAME students, in respect of safeguarding risks to these groups.

6.12 Parental Engagement

The recent report “Examining the London advantage in attainment” (2020 Ross et al) highlighted that the most important drivers were parental expectations about the young person going to university, hours spent on homework, academic self-belief and personal aspirations. Parental attendance at parents’ evenings was also a positive factor. This research has looked at why the performance of disadvantaged students in London is so much better than in other parts of the country.

Education leads in the city are beginning work with the Stephen Lawrence Centre at De Montfort University to further explore how to increase parental engagement in young people’s learning and strengthen relationships between schools and Black Caribbean families

6.13 Supplementary/ Complementary schools

Many children access educational provision outside statutory schooling and this provides opportunities to promote and raise attainment for children in ethnic minority communities. The Leicester Complementary Schools Trust (LCST) are a self-funding organisation which provides information and support.

Ethnic minority communities may share some common reasons for setting up a complementary school, such as maintaining language and identity and providing good role models through successful members of the community. Complementary schools also support National Curriculum subjects such as modern foreign languages and this is a factor for raising attainment of ethnic minority children in their mainstream schools. For instance, within Somali and Bengali communities, parents who cannot help their children with their homework and other schoolwork would send their children to a complementary school.

7 Progress since the Scrutiny Commission Report

- 7.1** Work started in January 2020 with school leaders and Chairs of Governors to develop an education strategy for the city. This work was paused due to the pandemic and its disruption to children, families and the education system.
- 7.2** Through the last year, schools have been prioritising health and safety of both their staff and pupils and focussed on safeguarding vulnerable children. Schools have responded to well over 150 changes in guidance from the DfE working with Public Health England. In Leicester, they have managed 4 different lockdowns and re-openings. Their most recent priority has been to settle children back into school and on return after Easter, will be building on this to support children to transition to new classes or new schools.
- 7.3** Cllr Cutkelvin has met a number of community representatives and had meaningful dialogue about how we can work with them to support their young people. We will build and learn from these conversations.

Once Covid restrictions allow, Cllr Cutkelvin intends to visit a range of supplementary schools that are run by communities.

7.4 The Stephen Lawrence Centre

Cllr Cutkelvin and the Principal Education Officer have met with the Stephen Lawrence Centre to explore what can be promoted and offered to schools. The Centre is developing curriculum materials, information and training for staff and an ambassador programme for young people. The Centre began to work with some schools last year and plan to expand their programme further this year, building in research and evaluation techniques. The local authority intends to explore the possibility of quality assuring any racial literacy training undertaken.

The Local Authority has shared data and information with the Centre which they will use to consider further developments and we will continue to explore opportunities with them. A number of strands of work have started:

1. mentoring
2. targeted work with specific group of schools to look at how to improve outcomes for those young people
3. support for Black Caribbean teachers

- 7.5** The Education Division will ensure any activity links with the City Mayor's Black Lives Matter officer.
- 7.6** Although work on the Education Strategy has been paused, the initial work includes these priorities:
- Providing a sufficiency of educational places
 - Creating excellence in leadership and partnership to deliver outcomes
 - Preparing children to be ready for school – improving Speech Language & Communication and physical development
 - Working together to understand the provision and outcomes for every child and young person in order to plan appropriate support
 - Improving outcomes for all children to prepare for life destinations
 - Improving engagement and progress for children who are missing out on education

- 7.7** The Education Strategy will lead to an action plan which we envisage including

- Participation and role modelling to raise aspirations for children young people
 - ~ Trips to universities & colleges
 - ~ Work experience
 - ~ Interview training and recruitment support
- Development of the workforce
 - ~ Reflect diversity of the school population and Leicester City
 - ~ Raise aspirations of the education workforce and future leaders
 - ~ Work with the Stephen Lawrence Centre to promote school leadership for staff of Black Caribbean heritage
 - ~ Address preconceptions and unintended bias in curricula
- Strengthening links with community
 - ~ Reaffirm sense of identity
 - ~ Parental engagement
 - ~ Bring the family into the school
 - ~ Increase community representation on governing bodies (and to reflect ethnic diversity of the school)
- Racial Literacy training
 - ~ Create a safe space to have open discussions
 - ~ Encourage all schools to engage and address pre-conceptions and unintended bias within curriculum and leadership
 - ~ Consider good practice from other councils in consultation with the local community and schools to develop and strengthen the History curriculum to reflect the black history that belongs to everyone
 - ~ Celebration of cultural diversity

8 Conclusion

- 8.1** Throughout the past year the council's education division have strengthened partnerships with schools and this provides a firm basis for future partnership work.
- 8.2** School leaders and governors would have expected to progress actions against their priorities during the year, having been informed by outcome data, but this progress has been overtaken by the work to manage the pandemic.
- 8.3** Schools have had to adapt quickly to the changing expectations and guidance to have children continue with their learning, attend school wherever possible, yet at the same time be kept safe. Schools have had to tailor their remote learning offer to the needs of different groups and have been particularly mindful of those who have not had access to digital devices, those who have had limited access and those where home circumstances made accessing learning difficult.
- 8.4** This year schools have had the challenge of adjusting to new priorities and new ways of delivering learning. They have become experts at managing risks, putting in place Covid secure measures, track and trace and lateral flow testing.
- 8.5** Schools have had a number of new reporting demands made upon them; from daily reporting of attendance and absence to the DfE, reporting positive cases to DfE and Public Health England, monitoring vulnerable children in and out of school.
- 8.6** Schools' understanding of children's progress has been challenging because national assessments and examinations have been cancelled, curricula have had to be altered to respond to the needs of individuals, and school staff have had to be particularly aware of children (and staff) mental health and well-being.
- 8.7** This has meant that each school is identifying new and emerging priorities to support individual learning and development. We will continue to support and work with schools to maximise the impact of the additional "catch-up" funding available for all our children who have been identified as at risk of underachieving. This work will focus on actions that will support children in their learning journey from where they are now. It will include looking at improving opportunities for children to broaden their experiences rather than solely on "catch-up" for English and mathematics.
- 8.8** The role of the local authority has changed significantly over the last 10 years and our relationship with education providers has changed. We remain committed to working closely with our partners in schools to challenge underperformance for groups of children. We are able to actively promote good practice and evidence-based research with schools and educational settings to support them in improving outcomes.
- 8.9** There is no doubt that through our leadership role and in our partnership work we need to actively encourage schools and higher education providers to improve their understanding of all ethnicity attainment, attendance and dropout rates in higher education institutions and to take actions to address them.
- 8.10** We recognise that challenges remain in the outcomes for these groups of pupils. Given legislative and financial constraints, we would welcome further suggestions from the Commission that would improve attainment and attendance for these groups.

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

9.1 Financial implications

There are no financial implications arising from this report'
Martin Judson, Head of Finance, Leicester City Council

9.2 Legal implications

'None identified'
Paul Holmes, Head of Law, City Barrister and Head of Standards, Leicester City Council

9.3 Equalities implications

Under the Equality Act 2010, public authorities have a Public Sector Equality Duty (PSED) which means that they have a statutory duty to pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act, 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. This on-going duty is not only relevant to the work of local authorities, but to schools and public sector organisations such as the NHS.

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

As the report focuses on the ethnicity of pupils, race is certainly a relevant protected characteristic, however the report also looks at how different identities such as gender, disability (in particular mental ill health) and socioeconomic status can interact with race to cause additional disadvantage. In addition, those pupils who are underachieving may also have other protected characteristics and any further work arising should consider this.

There are also potential implications arising for teachers, school staff and governors.

Positive action is permissible under the Equality Act 2010, and, therefore, once the appropriate data has been identified and analysed there are likely to be ways in which under representation and low retention may be addressed.

However, there is a distinction between positive action which is lawful and positive discrimination, which is not, which any further work in this area will need to take into consideration.

The positive action provisions of the Equality Act can also be applied to measures taken to advance equality of opportunity for pupils, where there is evidence of specific barriers. Positive action provisions under the Equality Act 2010 allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim.

The provisions would also apply to any further actions taken to improve job prospects for white working-class people who are not in employment, training or education provided they are implemented in line with the requirements of the Equality Act 2010.

Overall, going forward equalities will need to be a key consideration of further work. The equalities team can offer specialist support and advice at the appropriate point where required, particularly where any further work arising is likely to require an Equality Impact Assessment.

Corporate Equalities Team, 454 4175

9.4 Climate Emergency implications

There are no significant climate change implications directly associated with this report.

Aidan Davis, Sustainability Officer, Ext 37 2284

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

10. Background information and other papers:

- [The Underachievement of 'Black Caribbean' and 'White British Working-Class' pupils of secondary school age in Leicester'](#)
- [The MacPherson Report 1999](#)
- [Equality and Human Rights Commission – A roadmap to race equality](#)
- [Examining the London advantage in attainment: evidence from the Longitudinal Study of Young People in England 2020 Ross et al](#)

12. This is not a private report

13. This is not a key decision

CHILDREN, YOUNG PEOPLE AND SCHOOLS SCRUTINY COMMISSION REPORT

Provision of Taxi Framework for Vulnerable people

Martin Samuels– Strategic Director – Social Care &
Education

12th March 2021

Useful information

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- Report version number: V1

1. Purpose

- 1.1 To provide the Scrutiny Commission with an update on the provision of taxi journeys for Vulnerable people and the implementation/procurement of a new Framework.

2. Summary

- 2.1 This paper explains the background to the procurement exercise for taxi journeys and explains the difficult current position with operators refusing to accept the majority of journeys on the new pricing terms and conditions.
- 2.2 A new framework for commissioning taxis was tendered in 2019/2020 with resulting in awards to 11 operators. 9 of these operators were already working for the LA on an old framework, delivering around 80% of existing journeys.
- 2.3 Lengthy engagement was undertaken with the market to inform the framework, including clear information on the proposed prices for the work. No significant resistance to the pricing proposals was put forward (some small adjustments were made to take into account feedback) and these prices were advertised as the rates for work throughout the tender process, becoming contract terms on award.
- 2.4 Despite having knowledge of the pricing structure for over a year, all operators on the new framework have refused to continue with many of their journeys on the new pricing terms. This refusal came in December 2020 with journeys due to commence from 4th January 2021. With approximately 60% of the journeys unallocated in mid-December 2020, a decision was made to extend the old framework in order to ensure journeys took place.
- 2.5 The old framework has been extended to 24th April 2022 to allow time for a re-procurement exercise to be undertaken
- 2.6 Further engagement with the market has led to the recommendation to re-procure the provision and further consultation with the market is required in order to inform the new procurement exercise
- 2.7 This report sets out the present situation with regards to the strategy for the procurement of the taxi service.

3. Recommendations

- 3.1 The Children, Young People and Schools Scrutiny Commission is recommended to:
- a) Note the content of the report and to provide comment/feedback.

4. Report

- 4.1 Approximately £10 million is spent each year on taxi transport for vulnerable people and staff, commissioned by the City Council from the external taxi market.
- 4.2 The majority of these journeys, totalling £7.5 million are for children and young people, predominantly those travelling to and from school. Most children with commissioned transport packages have SEND and most require a passenger assistant.
- 4.3 The purpose of the intended new framework was to both improve quality by implementing a more robust quality assurance process and to seek to bring a level of management/consistency of journey costs as a review of rates charged per mile across a wide sample of journeys under the existing bidding framework found significant variation in the rates charged, which could not reasonably be explained.
- 4.4 The improvement in quality assurance would be delivered by two dedicated QA officers who would not only build strong working relationships with providers but they would also undertake a detailed annual Quality Assurance inspection alongside the implementation of a 'Penalty Points' dashboard to effectively manage service failure at both significant and a cumulative perspective.
- 4.5 Despite the new framework being terminated the old framework still allows for Quality Assurance to be undertaken and the 2 QA officers will begin to implement a more robust and programmed QA process.
- 4.6 As part of the procurement exercise and to deal with the above concern a fixed rate (per mile/per pick up rate) was agreed as it would avoid the taxi firms exploiting the opportunity to charge excess rates at off peak (in terms of retail work) times. These rates

were benchmarked with those paid by other comparable councils, to ensure that they were set at genuine market rates.

- 4.7 When the new 'fixed rates' were cross matched to journeys it was established that a saving of £900k could be made.
- 4.8 Lengthy engagement was undertaken with the market to inform the framework, which included three full engagement events where providers were made aware of all the changes including clear information on the proposed prices for the work.
- 4.9 No significant resistance to the pricing proposals was felt, some small adjustments were made to take into account feedback, and these prices were clearly advertised as the rates for work throughout the tender process, becoming contract terms on award
- 4.10 A new framework for commissioning taxis was tendered in 2019/2020 with resulting awards to 11 operators. 9 of these operators were already working for the LA on an old framework, delivering around 80% of existing journeys.
- 4.11 Despite having knowledge of the pricing structure for over a year, all operators on the new framework, at the last minute refused to continue with many of their journeys on the new pricing terms. This refusal came in December 2020 with journeys due to commence from 4th January 2021. With approximately 60% of the journeys unallocated in mid-December 2020, a decision was made to extend the old framework to ensure journeys took place.
- 4.12 During this period no vulnerable journey was unallocated, and no children missed school
- 4.13 The overall financial position is that the budget for SEN home to school transport for 2021/22 of £3.9m includes a £2.2m net growth to deal with historic growth pressures and ongoing increase in demand for taxi transport. The growth is net of the anticipated savings of £0.9m from using the new framework rates.
- 4.14 Not implementing the new framework means that there is an immediate £0.9m budget pressure for 2021/22.
- 4.15 Ongoing, the achievement of savings from the procurement will continue to be a challenge. It is clear that forcing a price reduction on the market will likely be met with a refusal to take on journeys. The approach to achieving cost reduction is therefore likely to be targeted on reducing the number of taxi journeys commissioned by reducing the need for this by securing other, more appropriate, means of safely getting children to school.

Current position

The 'old' Framework has now been extended to the end of April 2022 to allow another procurement exercise to be undertaken and there are a several options under consideration. Work is currently underway to agree a preferred model that will meet the need to deliver the journeys and provide value for money. Officers will engage with the market to ensure that there is support for the proposed model, learning lessons from this recent exercise

- 1.1 Relationships with taxi providers have been impacted by this exercise, but in addition to continued engagement the Quality Assurance team is proactively rebuilding those working relationships.
- 1.2 The anticipated challenge will clearly be founded on any change to the rates of pay for each journey. The providers did not raise any challenges with regard to the Quality Assurance process or any other part of the contract or specification so engagement in the area of rates will need to be a significant part of the re-procurement process.
- 1.3 It should be noted that a 25% lockdown payment has been made to operators whose journeys have been cancelled as a result of the latest lockdown and school closures. This is a payment that we are legally obliged to pay to cover the costs that continue e.g. business overheads, vehicle repayments etc. and legal advice is that these payments need to be made for all journeys suspended as a result of the latest lockdown
- 1.4 We have learnt from the 'failure' of the implementation of the new framework and will review and address all areas of challenge and will engage with all relevant partners, especially the taxi providers themselves, to deliver a further revised framework that will provide a taxi service that is safe for all users, managed to bring consistency to journey rates and ensure a robust quality assurance process.
- 1.5 The procurement exercise itself will clearly set out to operators that if a fixed rate is used again, there is no room for negotiation once the tender is advertised. Prices will be revisited to again seek a rate that provides a reasonable cost for the LA and a workable cost for the market. Options to enhance the rate for carrying people with more complex needs as part of the journey will be explored. Finally, increased work with members throughout the consultation and procurement exercises will take place.

5. Scrutiny Overview

The taxi procurement/new framework implementation has not been presented to Scrutiny before but was delivered to Lead Member Briefing on

7th October 2019 to detail the commissioning intentions and a further presentations on 20th May & 4th March and to City Mayors Briefing on 18th February 2021

6 Financial

The budget for SEN home to school transport for 2021/22 of £3.9m includes a £2.2m net growth to deal with historic growth pressures and ongoing increase in demand for taxi transport. The growth is net of assumed savings of £0.9m from using the new framework rates and a £0.5m saving from an increase in personal transport budget take up. Not implementing the new framework means that there is an immediate £0.9m budget pressure for 2021/22. This will need to be dealt with by the department.

The rationale for using the fixed rate per mile and pick up rate in the new framework was to avoid the taxi firms exploiting the opportunity to charge excess rates at off peak (in terms of retail work) times. A review of rates charged per mile across a wide sample of journeys under the existing bidding framework found significant variation in the rates charged, which could not reasonably be explained either by cost variations of the provider or demand pressure bidding up prices.

It is recommended that using a single fixed rate per mile, or more than one fixed rate dependent upon type of journey (for example one requiring a larger vehicle to accommodate a wheelchair) be maintained in the new contract, rather than offering a per journey bidding mechanism, in order to better control our costs.

Martin Judson, Head of Finance

7 Legal

Both Procurement and Legal Services are engaged in the re-procurement options identified within this report to ensure any such procurement is in compliance with Council's contract procedure rules and the Public Contract Regulations

Previous legal advice has been provided in respect of consultation, extension of the existing framework together with the 25% payments made under the framework due to the pandemic.

Ongoing legal advice and assistance should be sought throughout.

Mannah Begum, Principal Lawyer (Commercial) Ext: 1423

8 Equalities

When making decisions, the Council must comply with the Public Sector Equality Duty (PSED) (Equality Act 2010) by paying due regard, when carrying out their functions, including procurement, to the need to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act, to advance equality of opportunity and foster good

relations between people who share a 'protected characteristic' and those who do not.

In doing so, the council must consider the possible impact on those who are likely to be affected by the recommendation and their protected characteristics.

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

The proposal is a re-procurement exercise for taxi journeys. The service provides transport for vulnerable people and staff and will have had positive equality impacts with the majority of these journeys for children and young people, predominantly those travelling to and from school. Most children with commissioned transport packages have SEND and most require a passenger assistant.

Although there are no direct equality implications arising from this report, it is important that regardless of the model that is taken forward, equalities considerations should influence the process and be built into the contract specification in order to ensure that the future provider/s take a robust approach to meeting their equalities obligations as a provider of a public service.

In moving forward and in order to demonstrate that the consideration of equalities impacts has been taken into account in the development of the proposals and as an integral part of the decision making process, it is recommended that an Equalities Impact Assessment that takes into account findings of any consultation is carried out.

Sukhi Biring, Equalities Officer, Ext 37 4175

9 Climate Change

Passenger transport by taxi is monitored as part of Leicester City Council's annual carbon footprint, and accounts for a significant proportion of emissions. In 2019/20 it is estimated to be responsible for around 1,000 tCO₂e (~5%) of the council's total emissions. Following the council's declaration of a climate emergency, and the ambition to reach carbon neutrality in the city and council by 2030, emissions from road transport are a key area that will need addressing.

As the new framework included an increase in the environmental standards of vehicles, returning to the existing framework will prevent the delivery of these improvements and the associated carbon emissions and air quality benefits in the meantime. It is recommended that the re-procurement exercise, in whatever form it takes, therefore again aims to secure improvements in vehicle standards including the Euro 5 and Euro 6 standards as appropriate and encourages better performance and the use of low emission vehicles where possible. The

recording of mileage, fuel use and carbon emissions for vehicles subject to Leicester licensing conditions should also be retained, as this will allow carbon emissions to be accurately monitored going forwards and improvements tracked.

Aidan Davis, Sustainability Officer, Ext 37 2284

10. Appendices

None

11. Background Papers

None

Review of High Needs Block – SEN Support for Pupils in Mainstream

Children and Young People's Scrutiny Panel
June 2021

Background to SEN Support Review

- Leicester City is facing unprecedented challenges around provision for children and young people with SEND.
- High Needs Block funding has not kept pace with the rapidly growing level of demand for support.
- The High Needs Block is ringfenced and is the total sum available for SEND Support in Leicester City
- We all want the best possible outcomes, therefore ensure there is equality and parity of funding for all pupils in mainstream provision.
- This review is **not about reduction** in funding but spending funds more effectively to meet needs and improve outcomes for children and young people with SEND.
- We are undertaking an engagement process to gather views and inform a formal consultation.

National and Local Context

Nationally...

- Pressure on the HNB is a recognised national issue
- At the end of 2018-19 half of LAs nationally were experiencing an overspend in the Dedicated Schools Grant (DSG)
- Government funding policy changes now prevent the LA from using general funding to cover an overspend in the DSG

Locally...

- HNB forecast deficit budget for 20/21 £6.6M
- Since Element 3 top-up was introduced the costs have risen by £8.53M (362% in 6 years)
- Schools have raised concerned around Element 3 processes

Top-Up Funding

Latter years include increases in personal budgets (ABA) and EOTAS but will not account for more than £150,000 in any year.

E3 top-up funding paid to schools since 2014/2015

Mainstream top-up payments	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Spend	3,253,000	3,792,000	4,965,000	6,177,000	8,249,000	9,870,000	11,784,000
Annual Increase £		539,000	1,173,000	1,212,000	2,072,000	1,621,000	1,914,000
Annual Increase %		17%	31%	24%	34%	20%	19%
Increase Since 2014/2015 £		539,000	1,712,000	2,924,000	4,996,000	6,617,000	8,531,000
Increase Since 2014/2015 %		117%	153%	190%	254%	303%	362%

Increase of 362% spend in 6 years

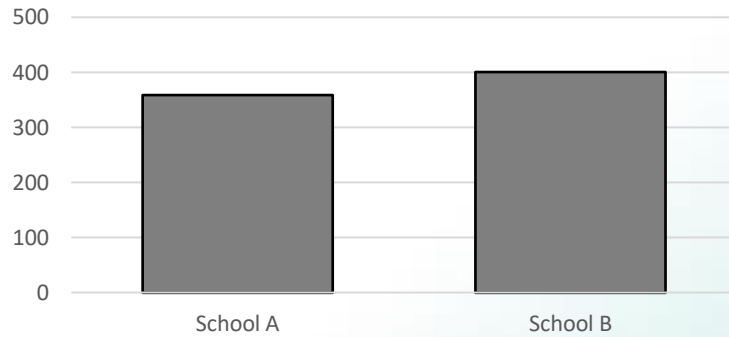
This equates to an additional 530 SEN Teaching Assistants across the city or an average of 5 per school.

Similar size schools E3 payments in 2020/2021

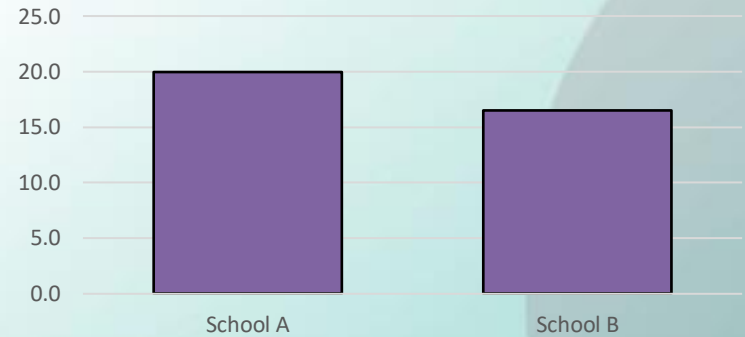
School	NOR	Average E3 / EHCP Pupils (Apr 20 - Mar 21)	Banded Funding	Notional Top-up	Total Top-up Funding Paid
School A	359	20.0	92,108	249,365	341,473
School B	400	16.5	119,035	0	119,035

Charts

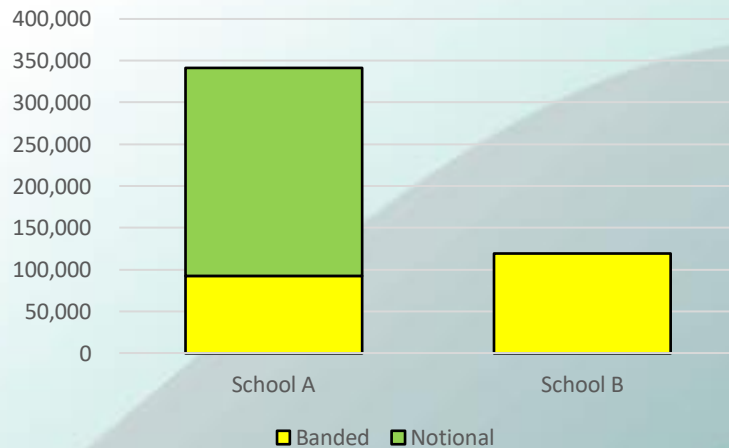
Numbers On Roll



Pupils With E3 / EHCP Funding



Total E3 Top-up Funding



Funding Per Pupil With E3 / EHCP

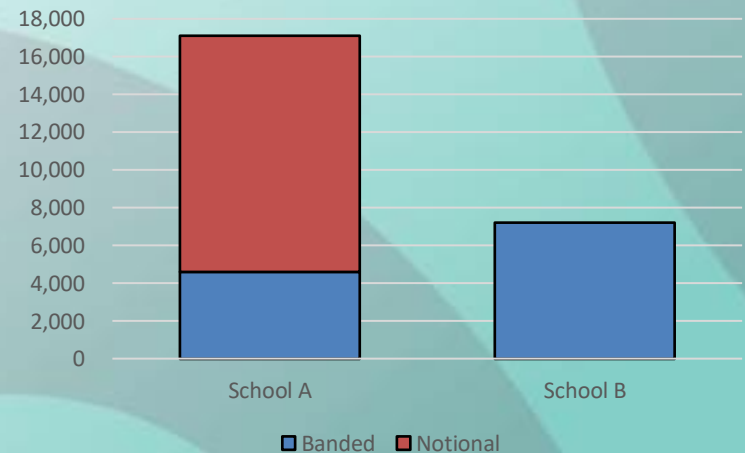


Table for Top-ups

Type of Funding	Band 1	Band 2	Band 3
Element 2 (From Notional SEN budget)	£6,000	£6,000	£6,000
Top up funding (Element 3)	£2,272	£5,636	£8,900
Total	£8,272	£11,636	£14,900

➤ In addition to the above some schools will receive up to an additional £15,000 per pupil due to way the Leicester City funding model operates.

However, there is very little correlation between the indicators for SEND that are used to calculate the notional SEND budget and the number of children on the SEND register.

i.e. The notional SEND budget as a percentage of the school budget does not correlate with pupils on the SEND register as a percentage of school population.

Current Context

- In Leicester City we provide top up funding for pupils with an EHCP but also have an additional mechanism for funding pupils at SEND Support.
 - The funding for EHCP pupils is statutory
 - The funding for SEND Support pupils is discretionary
- As shown in the previous slide, funding is allocated to schools in two parts
 - Banding Top- Up
 - Notional Top- Up
- The current notional top up mechanism does not fairly distribute funding to schools.
- The way we distribute funds disproportionately favors those schools with low deprivation figures.
- The LA is looking to consult on a possible redistribution of funding. This review is **not about reduction** in funding but spending funds more effectively to meet needs and improve outcomes for children and young people with SEND.

Proposal

We are proposing that the changes to Element 3 will cover 3 aspects of this:

- Processes
 - Application and allocation of funding
- Use of funding
 - Is funding always used in the most efficient and effective ways to support our children and young people?
 - Is best inclusive practice in SEND always considered?
 - Is there accountability for the spend?
- Additional resource to support schools
 - Quality and Inclusion Team

Current Processes

- Capturing your views

- What works?
- Where are there challenges?
- What can be done better?

47

- Ensuring processes are clear and understood by all

- Decision making
- Information
- Training

- Digital transformation

- Better data to analyse in order to drive improvement

Use of Funding

Redistribution of funding costs, however there is a finite pot and we cannot continue to manage the growth in costs.

We want to consider:

- Ways in which the money can be spent - must show impact on the CYP
- Group applications
- Accountability
- Looking at alternative ways of funding:
 - No change
 - Increase threshold for triggering additional funding
 - Keep notional budget but freeze at a fixed amount
 - Remove notional (high-needs) top-up, increase individual pupil top rates
 - Other suggestions from schools

SEND Quality and Inclusion Team

- Team leader- Martine Hudson (from April 21)
- 2 seconded SENCOs (from September 21)
- Using best practice in SEND
- Supporting efficient and effective use of top-up funding
- Initial focus on Element 3 top-up (rather than children with EHCPs)
- Gathering evidence and sharing best practice
- Supporting the improvement of processes
- Working closely with School Improvement Lead and Funding and Grants Manager
- Linking to Best Endeavours and Reasonable Adjustments (BERA) work

Next steps and timeline

Informal Engagement: April 2021 - July 2021

We will involve CYP, families, professionals across education including

- Parent and Carers Forum
- Schools Forum
- Big Mouth Forum
- Heads (LPP/EIP/MATs)
- SENCOs
- School Business Managers
- SENDIASS
- Unions

Formal Consultation: Autumn 2021

- Developed through co-production and based upon outcomes of engagement process

Changes to be implemented: April 2022

Questions

Are there any other areas you feel we should be
looking at?

51

Please send your comments and queries to
consultations.leicester.gov.uk/sce/element3review

by 30th June 2021

Terms of reference for the independent review of children's social care: a bold and broad approach to support a fundamental review of children's experiences

Context

Government is committed to levelling up across the country. In order to do this, it is absolutely vital that we start with children and families – particularly the most vulnerable – to reduce the downstream impacts and costs to both the children themselves and society. Every child, no matter their background or the circumstances in which they grow up, must have the opportunity to fulfil their potential. Children's social care is at the heart of this endeavour, with a unique ability to protect children and young people from risks or harms both inside and outside the home, and to help them realise their talents and aspirations for the future. We want to improve children and young people's lives and outcomes at the earliest opportunity, to strengthen families, and to realise the benefits of establishing firm and loving foundations early in life, both to individuals and to society for generations to come.

It is for this reason that in our manifesto we committed to undertaking a review – the review will take a fundamental look at the needs, experiences and outcomes of the children it supports, and what is needed to make a real difference. In doing so, the review will contribute to ambitious and deliverable reforms, taking into account the sustainability of local services and effective use of resources. The review will also consider how the children's social care system responds to all children who are referred to the system. It will address major challenges, including the sharp increase in recent years in the number of looked after children, high and rising unit costs, the inconsistencies in children's social care practice and outcomes across the country, and the failure of the system to provide sufficient stable loving homes for children.

The review should consider the capacity and capability of the system to support and strengthen families in order to prevent children being taken into care unnecessarily.

Building on what we know and taking an evidence-led approach

This review will be bold and broad – a once-in-a-generation opportunity to reform systems and services. Children's needs and the context in which they are growing up have evolved. A children's social care system which can respond appropriately now and in the future is needed. The review will build on the strong foundations we have established: recent reviews over the past decade have given us rich insights into the component parts of the children's social care system such as fostering and residential care, alongside analysis of support in and around schools through the review of children in need. We have learnt a great deal about a range of policy 'enablers' and tools at our disposal, such as workforce reform and increasing professional freedom, that have unlocked real changes. We will improve our understanding of which levers offer the greatest potential to make a difference to children's experiences through social care and be open to new ways of conceiving and

delivering them. The wealth of existing evidence from national reviews and local practice should act as a stepping off point – so that we build on this understanding and move forwards, taking an evidence-led approach throughout. The review will also work alongside ongoing programmes for reform around raising standards in local authorities, boosting adoption, improving support for care leavers, and responding to the consultation on unregulated provision.

Scope for a bold and broad review

Starting from children's experiences

What marks this review out is the singular opportunity it presents to take a fundamental look at the experiences of the people who matter most, children and young people themselves, and the services they receive through children's social care and partner agencies. This starting point will ensure the review tells us what would serve children best based on their needs. The review will consider how the provision of services in one part of the system influences a child's experiences and outcomes later. The review will prioritise hearing the voices of children, young people, and adults that have received the help or support of a social worker, or who have been looked after.

All children who are referred to or involved with statutory children's social care

The review will look at the whole system of support, safeguarding, protection and care, and the child's journey into and out of that system, including relevant aspects of preventative services provided as part of early help. This will include children throughout their interaction with children's social care, from referral, child in need and child protection plans, through to becoming looked after. Evidence has shown that the outcomes of all children involved with children's social care in this way are comparably challenging – for instance, children on a child in need plan had an average Attainment 8 score of 23 in 2016, the same as children in care (the national average is 50). The review will focus on what is needed to meet these children's needs, starting with the contribution that children's social care can make to these children's lives – keeping them safe, improving their lifetime outcomes and reducing the impact to children and to society of failing to provide effective support – whilst also considering the role and contribution of the wider multi-agency system. The implications if we are not able to fully support children to achieve their potential are clear: children who have been in care comprise 25% of the homeless and 24% of the prison population. Over a third of care leavers (39%) are not in education, employment or training compared to 13% of all 19-21 year olds and just 13% progressed to Higher Education by age 19 compared to 43% of all other pupils.

The review's focus should include children who are in care in formal settings such as fostering arrangements or residential care and also those receiving support under informal, kinship care. The review may want to consider support for children as they prepare to leave care and those receiving ongoing support once they have left care, drawing on care leavers' experiences. It may also want to consider the support provided for adoption. The

review will give due regard to the SEND Review, which will consider the main questions relevant to children with special educational needs and disability.

Children's social care and interaction with partner agencies

Children's social care is central to improving lives but cannot achieve it alone. The influence of related social issues is fundamental, for instance domestic abuse, mental ill health and substance abuse. The responses to these issues are led by key partner agencies, such as police and health settings. In order to fully meet children's needs it is necessary that they and their families receive all the right support. The review will investigate how those services' roles, responsibilities and accountabilities interact with children's social care and recommend improvements to the way they work together.

Deliverable reforms that make the most effective use of resources

The review must be workable, leading to deliverable reforms that are evidence based and demonstrate a measurable impact. It is vital that recommendations are made following consideration of the key questions of sustainability and how social care funding, workforce and other resources can be used most effectively to change children's lives and represent good value for money.

Review's themes and questions

The review will focus on the following themes and questions:

1. **Support:** what support is needed to meet the needs of children who are referred to or involved with social care, in order to improve outcomes and make a long-term positive difference to individuals and to society?
2. **Strengthening families:** what can be done so that children are supported to stay safely and thrive with their families, to ensure the exceptional powers that are granted to the state to support and intervene in families are consistently used responsibly, balancing the need to protect children with the right to family life, avoiding the need to enter care?
3. **Safety:** what can be done so that children who need to be in care get there quickly, and to ensure those children feel safe and are not at risk of significant harm?
4. **Care:** what is needed for children to have a positive experience of care that prioritises stability, providing an alternative long-term family for children who need it and support for others to return home safely?
5. **Delivery:** what are the key enablers to implement the review and raise standards across England, such as a strong, stable and resilient workforce, system leadership and partnerships, and what is needed so that this change can be delivered?
6. **Sustainability:** what is the most sustainable and cost-effective way of delivering services, including high-cost services, who is best placed to deliver them, and how could this be improved so that they are fit for the future?
7. **Accountability:** what accountability arrangements are necessary to ensure that the state can act appropriately, balancing the need to protect and promote the welfare of

children with the importance of parental responsibility, and what is needed to ensure proper oversight of how local areas discharge those responsibilities consistently?

The review will engage with children, young people, and adults with direct experience of children's social care, in order to ensure those individuals' views and lived experience are fully embedded in the review's work.

The review will report to ministers and the government will publish a report and response.

Josh MacAlister, Chair of the Independent Review of Children's Social Care

By email to: Review.Childrensocialcare@education.gov.uk

26 February 2021

Dear Josh,

Many thanks for meeting with my colleagues and I recently. Since our meeting, ADCS Council of Reference has met and we took this opportunity to discuss the independent review of children's social care and I wanted to feedback to you some of the themes arising from that discussion.

DCSs welcome the review and agree it is a significant opportunity to addresses the challenges in the system to ensure it works well for children and families. ADCS is committed to engaging with the review in a meaningful way and would welcome the opportunity to be represented on the public sector group you are establishing. For the purposes of continuity, our nominated representative would be Charlotte Ramsden, who takes up the role of ADCS President on 1 April 2021. As mentioned in my earlier letter to you, ADCS would also be happy to facilitate access to a small, representative group of DCSs for you to test emerging thinking and recommendations. We believe the review must recognise the range and experience of views across all LAs, and this could be one of the mechanisms to achieve this.

The review presents a timely opportunity to debate how far the state should intervene in family life and to understand what actually helps families to thrive, and what is the purpose of care? It could be argued that over time and as resources have become tighter, we have moved away from the original principles enshrined in the section 17 of the Children's Act 1989 to focus on the more acute end of the business. The binary "in" or "out" system of care in this country no longer best meets the needs of the children and families we work with, particularly late entrants and adolescents. The boundary should be much more porous to reflect the fluctuating needs of children and families, many may benefit from some regular respite to provide time and space to reflect rather than fulltime care; the inspection and regulatory frameworks could also better accommodate more flexible ways of caring for children. The role of kinship care is an important consideration here also, and how we ensure that, where appropriate, children can remain successfully within their own families in the least intrusive way possible and with the right kind of support.

We welcome your expressed determination to listen and learn from those who are care experienced. Our current cohort of children and young people in care and care leavers should also have the opportunity to contribute, this is in addition to those who have experience of children's social care services but did not need to be brought into care. Their views provide us with current learning and we would want the review to have access to these views too.

Form must always follow function, we have the safest child protection system in the world and other countries consistently look to us for learning. So, we must safeguard the elements that work well whilst being open about the challenges in the system and how best to address

them collectively; structural solutions will require time, money and attention and offer no guarantees of delivering meaningful, sustainable change. Indeed, the history of structural reforms, be that to children's services, schools or the NHS, is one of over-stating the benefits and under-estimating the disruption of reform.

Throughout this, the child's journey should be front and centre, the importance of local, connections and connectivity, relationships and love may be difficult to quantify but can never be underestimated. We are aware of the government's intention to reform adoption further, with a view to introducing a more national approach to some aspects of adopter recruitment. Whilst there may be benefits to be gained of scaling up some aspects of adopter recruitment it would be a mistake to think that nationalising aspects of the service would achieve the government's desired outcomes. This is also true of fostering, where of course, the vast majority of children looked after are cared for.

The scope of the review will be key and as you mentioned when we met, the wider societal determinants of family distress, particularly poverty, are a burning question. In Hertfordshire, my teams see first-hand and on a daily basis the impact that domestic abuse, unemployment and low pay, poor housing, ill-health and hunger have on many families. These challenges are not new for many families and the economic and societal impacts of Covid-19 will sadly bring others to our attention. This is a complex and multi-faceted issue but as a system, we need to be open and honest about the drivers of demand for children's social care. Improving the system response to relatively new risks faced by young people is also key. There is much more we need to learn about the complexities of contextual safeguarding, we are dealing with high level sophisticated criminals exploiting our young people, often with limited access to the intelligence the police have about these people.

Despite longstanding and ongoing discussions about the needs of children across the children's social care, mental health and youth custody secure estate, the three systems continue to be separately commissioned, have separate legislative frameworks and are the responsibility of different government departments. Yet it is clear that children who are in secure placements have similar complex and overlapping needs and it is often where and when they present that determines whether they receive a social care, health or justice response. Young people need secure provision which can address their mental health and welfare needs; the current lack of join up and integration hampers our ongoing work with this vulnerable group of children.

The role of the judiciary and Ofsted should be brought into the scope of the review as their behaviours directly impact on outcomes for children, for example the concept and use of care orders at home, and the children's home regulatory framework that inadvertently denies access to regulated provision for our most vulnerable young people.

The contribution of health and its poor prioritisation of the needs of vulnerable children, not limited to the role of CAMHS, and youth justice should also be key lines of enquiry. We need to always come back to the ways in which these services are contributing to the collective endeavour to meet the needs of vulnerable children and young people, supporting them to achieve the best possible outcomes and thrive. The health system has joint responsibility with children's social care, for ensuring that the needs of young people with complex health and mental health needs are met, with suitable provision, that is jointly

funded. Where this is not happening, the right accountability measures need to be in place. Although the Home Office is responsible for immigration, the provision of support for unaccompanied asylum-seeking children (UASC) and care leavers who are former UASC falls to individual LAs. The Home Office funds LAs for former UASC care leavers to age 21 but their entitlements as care leavers extend to age 25. As the numbers of UASC have significantly increased over recent years, so have the expectations on LAs and for some, this is now unsustainable with the numbers of care leaving UASC rising quickly. ADCS Safeguarding Pressures research suggests that between 2017/18 and 2019/20, there has been a 60% increase in the number of care leavers who are former UASC.

The published terms of reference do not touch on the significant role of the workforce. Over recent years there has been a continued national focus on the social work profession, almost exclusively and we know that only just over 50% of the social work workforce are case-holders. This is an opportunity to really explore and draw out the real value of our wider workforce and the vital work they do with children and families, particularly in the early help and prevention space. But we also need to be cognisant of the key role of residential care workers (in open and in secure settings), therapists, and personal advisors for care leavers, for example.

ADCS would want to see the review explore and develop strong links with transition to adult services, particularly in relation to support for care leavers, young people with learning disabilities, and young carers. Transitioning between services has often be described as a cliff edge by many young people whose needs do not stop when they are 18 or indeed 25, yet different eligibility criteria creates confusion and real barriers for some.

The children's social care system is complex and while the review will want to tackle head on some of the challenges we face, it must also guard against being a victim of its own ambition. In terms of prioritising areas of focus, ADCS would welcome an emphasis on:

- **What is care for and what does success look like:** the concept of care, what are we trying to achieve through the system?
- **Journey of the child:** best prevention, best purposeful nurturing care experience, best exit from care
- **Drivers of demand:** wider societal determinants (specifically child poverty), parental need including domestic abuse, mental health and drug and alcohol misuse
- **Prevention:** early help and prevention models, edge of care models
- **Placement sufficiency:** capacity (welfare secure, fostering), quality, geography, cost. The aging demography of foster carers is of concern
- **System response to specific cohorts:** adolescents and extra-familial risk, babies (particularly where parents are care leavers themselves), UASC, care leavers (including former UASC)
- **Resources:** funding, spend and outcomes, private equity and risk in the placement 'market', e.g. Safeguarding Pressures research shows that the six biggest IFA companies account for 51% of all IFA households, integrated commissioning, invest to save approaches and evidence of success

- **Role of partners:** referrals, health – CAMHS and links to SEND, wider health services meeting needs of vulnerable children and young people, the YJB and YCS, judiciary, the Home Office
- **Inspection and regulation:** regulatory reform, the impact of inspections on practice and behaviours
- **Workforce:** the role and value of the wider workforce beyond social work
- **Education:** the value of education, educational outcomes, and narrowing the attainment gap (for CiN, CP and CiC)

ADCS has produced several reports and policy position papers, which the review may wish to draw on during the initial fact finding phase:

- [ADCS Safeguarding Pressures 1-7](#) (2010 – 2021)
- [What is care for?](#) (2012)
- [What is care for – alternative models of care for adolescents](#) (2013)
- [A country that works for all children](#) (2017)
- [Building a country that works for all children post-Covid](#) (2020)
- [A vision for an inclusive and high performing education system](#) (2018)
- [Building a workforce that works for all children](#) (2019)
- [A health care system that works for all children](#) (2019)
- [Serious youth violence and knife crime](#) (2019)
- [Comprehensive Spending Review submission](#) (2020)
- Response to both the [review of residential care](#) (2015), the [fostering stocktake](#) (2017) and the [reforms to unregulated provision](#).

We are in the process of updating the ADCS position paper *What is care for?* and are planning to develop a policy paper on youth justice this year as well. We will share these with you in due course.

We agreed to meet again in the not too distant future, would it be helpful to do this prior to the publication of the review's scoping document? I will ask Esther Kavanagh Dixon, ADCS Senior Policy Officer, to contact the review team with a view to getting a date in the diary.

Yours sincerely,



Jenny Coles
ADCS President 2020/21

CC: Shazia Hussain, Department for Education

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21 January 2021

Katrina Gueli HMI
Regional Director – East Midlands

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Sent by email to: Martin.Samuels@leicester.gov.uk

Annual Engagement Meeting 13 January 2021

Dear Martin

Thank you to you and your team for meeting with Nick McMullen SHMI, Deirdre Duignan SHMI and me to consider your self-evaluation and to discuss developments in children's services in Leicester.

Local authority context

You reflected that since taking up post in March 2020, the city has been in some form of lockdown due Covid-19 for most of this time. You feel children's services have responded well to the challenges this has presented with most services sustained, improvement work continuing and staff showing great resilience. You cited staff and management stability and experience as key factors in this. You also described strong political support from your lead member. The current Chief Operating Officer is leaving for a new post and plans to recruit a replacement are well advanced. The City's aspiration is to achieve excellence in its children's services and you are developing a three-year strategy to help deliver this.

Progress since last full inspection and focused visit

Your last full inspection was in 2017 and your last focused visit early in 2019. These inspections showed evidence of steady improvement from the authority's previous inadequate performance. Your most recent self-evaluation describes how this

improvement journey is continuing, despite the particular challenges of 2020. The self-evaluation is succinct and supported by a range of other documentation. You are confident it provides clear and accurate evidence of your line of sight to front line services. Your progress continues to be overseen by your Improvement Board, which has partner engagement and is independently chaired.

Service Responses to Covid-19

You described how staff and services made the transition to lockdown fairly quickly and how you have shifted between virtual and face-to-face contact over time, in line with public health advice and your individual risk assessments. Some services, such as your contact centre and short breaks, have needed to be curtailed or closed for periods, but overall, you feel you have sustained strong service delivery. You have had relatively little additional staff absence over the period and this remains the case. However, you are concerned about the impact of home schooling and ongoing high Covid-19 levels on staff availability.

Referrals dipped during the first lockdown but steadily increased after this and are now roughly at pre-Covid levels. You have operated a pre-threshold help line to encourage schools in particular to identify and discuss children who may be experiencing hidden harm.

You are pleased with the impact of your edge of care services and hope to build on this through the development of a new multi-agency service. This will be based on the 'No Wrong Door' model but will have a distinctive Leicester approach and title. You felt your engagement in this development was an example of an increasingly outward looking approach in Leicester, reflecting a greater openness and self confidence around service review and development.

Like many local authorities you are experiencing challenges in maintaining placement choice and sufficiency during the pandemic. You have confidence in your internal residential provision and feel in many cases this is providing better value and quality than a number of private providers. You are therefore considering whether to expand internal provision as part of your planning for children's residential care.

You believe your care leaver service continues to develop and improve, although the economic slowdown has created additional challenges to providing these young people with suitable training or employment. We also discussed the importance of recognising vulnerability post-18 and protecting care leavers from exploitation. We noted how care leaver services are also having to evolve to meet the needs of the increasing numbers of young adults aged 21 and over entitled to support.

Summary

Overall, you described an increasingly mature service which knows itself well and is able to respond confidently to new challenges. Over time, although there have been several changes at DCS level, underneath this there has been senior management stability and continuity which you believe has helped sustain a steady path of service improvement.

Inspection Update

Ofsted has now announced that we will resume our extended focused visits in January, and still anticipate returning to routine ILACS from April 2021. Please pass on our thanks to colleagues for their preparation and contributions to the meeting. I look forward to hearing about further developments in Leicester.

Yours sincerely



Katrina Gueli HMI

Regional Director, East Midlands

Social Care & Education Leadership Team Meeting

Joint Special Education Needs & Disabilities Commissioning Strategy

Date: TBC

Lead Director: Tracie Rees

Lead Members: Cllr Elly Cutkelvin & Cllr Sarah Russell

Useful information

- Wards affected: All
- Report author: Sally Vallance
- Author contact details: sally.vallance@leicester.gov.uk
- Report version number: V1

1. Purpose

- To seek sign-off of the draft Joint Leicester, Leicestershire & Rutland Special Educational Needs & Disabilities Commissioning Strategy, as detailed at Appendix A.
- A seven-week engagement exercise took place with a range of stakeholders, which has resulted in a number of amendments to the strategy, which are summarised at Appendix D.
- An action plan has been developed to underpin and deliver the strategy as detailed at Appendix C.

2. Summary

- A joint Special Educational Needs & Disabilities (SEND) Joint Commissioning Strategy has been developed across Leicester, Leicestershire and Rutland (LLR), in partnership with the three Clinical Commissioning Groups (CCG's) and the three Local Authorities (L A's).
- The strategy identifies a common vision across Leicester, Leicestershire and Rutland *"we will work together across Leicester, Leicestershire and Rutland to improve the outcomes for children and young people with SEND"* and 7 priorities to address over the coming 3 years.
- Engagement has now taken place on the strategy over a 7-week period. A summary of the engagement is attached at appendix B. 82 responses were received across the Leicester, Leicestershire and Rutland area via an on-line survey, as well as comments from a number of meeting groups and forums.
- Overall, responses have been positive about the vision and priorities and a set of proposed actions have been ranked by respondents. An action plan has been developed at appendix C which sets out proposed actions over the three-year period of the plan, reflecting the responses through engagement.
- A range of comments were received, with the majority being supportive of the approach, priorities and actions. Some comments received were not relevant to the strategy but have been shared with partners to consider in their wider SEND work. Some comments were general observations or ways of working.
- Finally, a governance structure is also proposed to take the joint action plan forward, set out at appendix E. This proposes the on-going use of the SEND joint commissioning delivery group as the main vehicle for delivery and monitoring of the strategy, overseen by the Leicester, Leicestershire and Rutland Joint Strategic Transformation and Planning Group, reporting into the Children and Families Strategic Leadership Group. The SEND joint

commissioning delivery group will also report into local SEND management arrangements.

3. Recommendations

- It is recommended that LTM acknowledge the feedback from the recent engagement on the Joint SEND Commissioning Strategy, included at appendix B.
- It is recommended that LTM approve the action plan for year 1 at appendix C, drawing on feedback on which actions are most important to people responding to the engagement.
- It is recommended that LTM approve the changes to the strategy, set out at appendix D.
- It is recommended that LTM approve the proposed governance structure, set out at appendix E.
- It is recommended that LTM approve the strategy being published online on the Council's website, content set out at appendix A.

4. Supporting information including options considered

Background

- A joint SEND commissioning strategy has been developed across Leicester, Leicestershire and Rutland, covering the work of the three Clinical Commissioning Groups (CCG's) and Local Authorities.
- The strategy identifies a common vision across Leicester, Leicestershire and Rutland *"we will work together across Leicester, Leicestershire and Rutland to improve the outcomes for children and young people with SEND"* and 7 priorities to address over the coming 3 years.
- The strategy has been through engagement over a 7-week period with 82 responses received via an on-line survey and some additional feedback via presentations to a range of groups and meetings.

Who responded to the survey?

- Respondents were asked to identify which group they fell into; the following were recorded:
 - Child or young person (31%).
 - Member of staff supporting a child with SEND (29%).
 - School representative (18%).
 - Various other groups (22%).
- Respondents were from the following local authority areas:
 - Leicester – 17 respondents.
 - Leicestershire – 39 respondents.
 - Rutland – 5 respondents.
 - Other – 7 respondents.

What changes have been made as a result?

- Many, varied comments were received on the strategy. The majority were supportive of the priorities and actions. Some comments received were not relevant to the joint commissioning strategy but have been shared with partners to consider in their wider SEND work. Some comments were general observations or ways of working e.g. the on-going need to include children and young people in our work or the need to ensure we communicate well with families. These General comments have formed cross cutting themes that will be considered for each piece of work. Some comments were directly relevant to the strategy and have resulted in changes to the document. These latter set of changes are summarised in appendix D.
- A number of comments were received in relation to transition into adulthood. This is an identified priority in the strategy currently, with a proposal being drafted for a Leicester, Leicestershire and Rutland (LLR) approach to co-ordinating transitions work. It is proposed that the feedback on this section is fed into the development of an LLR transitions approach and that this is the delivery mechanism for this priority.

What does the action plan commit us to?

- The action plan was part of the engagement, asking for views on whether we had the right actions and asking respondents to actions in rank order of priority. The resulting rank order has been used to set out which actions are to be tackled in year one and which are identified for years 2 and 3.
- Appendix C contains the proposed action plan for the first year. Feedback on the strategy included requests to ensure there were measures in place to track progress, to identify the current position and the position we would like to be in, and the steps needed to take us there. These are all contained in the action plan as well as a new section in the strategy titled 'measuring our progress'.

What are the next steps?

- The strategy is being approved across the partner organisations currently. Once approved by all, it will be published on the City Council website as a web hosted document. There is intention for an annual commitment (action plan) and an annual summary of progress to be published on the website to allow for contributors and other interested parties to track progress.
- The SEND Joint Commissioning Delivery Group will ensure delivery of the actions in accordance with the year 1 action plan. This group will be overseen by the Joint Strategic Planning and Transformation Group, reporting into the Children and Families Strategic Leadership Group. The SEND joint commissioning delivery group will also report into local SEND management arrangements.
- The proposed governance structure is set out in appendix E.

5. Financial, legal and other implications

Financial implications

There are no direct financial implications arising from this report.

Martin Judson, Head of Finance

Legal implications

The findings of the consultation are appended to the report, summarised within, and should form part of the final consideration. Any data sharing with Leicester, Leicestershire and Rutland partners should be underpinned with appropriate data sharing agreements.

In respect of any future procurements which may be jointly commissioned with Leicester, Leicestershire and Rutland Partners, early legal and procurement engagement should be sought to advise on the model and ensure compliance with the Public Contract Regulations 2015 (as amended) and the Council's Contract Procedure Rules. Any collaborative working will need to be underpinned with appropriate agreements to capture responsibilities of contract management, decision making and governance of the service contract and ensure economies of scale.

Mannah Begum, Principal Solicitor (Commercial)

Climate Change and Carbon Reduction implications

Whilst there are limited direct climate change implications associated with this report, it should be noted that the council has an important role to play in addressing carbon emissions relating to the delivery of its services, and those of its partners, including through its commissioning activities. Carbon emissions from commissioning and delivery of services should be managed through use of the council's sustainable procurement guidelines, and by encouraging consideration of opportunities for reducing emissions through use of sustainable travel, efficient buildings and other measures where practical.

Aidan Davis, Sustainability Officer

Equalities Implications

When making decisions, the Council must comply with the Public Sector Equality Duty (PSED) (Equality Act 2010) by paying due regard, when carrying out their functions, to the need to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act, to advance equality of opportunity and foster good relations between people who share a 'protected characteristic' and those who do not.

In doing so, the council must consider the possible impact on those who are likely to be affected by the recommendation and their protected characteristics.

Protected Characteristics under the Equality Act 2010 are age, disability, gender.

reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The outcomes from the engagement exercise have led to the strategy being revised and these being fed into the proposed action plan for year 1, along with further areas being identified for years 2 and 3.

Whilst the SEND Strategy is a high-level overarching document, it is recommended that Equality Impact Assessment (EIAs) are carried out as appropriate on identified areas within the action plan, for example changes in policy/practice or service reviews, to ensure any impacts are identified and addressed, and mitigating actions put in place.

Further support and advice can be sought from the Corporate Equalities Team.

Sukhi Biring, Equalities Officer

6. Appendices

Appendix A – Updated Strategy (note the final version will be web based).

Appendix B – Summary of engagement feedback.

Appendix C – Action plan.

Appendix D – Changes made to the strategy as a result of feedback.

Appendix E – Proposed governance structure for joint commissioning.

Appendix A – Updated strategy (all links and images to be added)

Special Educational Needs and Disability (SEND) Joint Commissioning Strategy 2021 - 2024

For Leicester, Leicestershire and Rutland

Image to be inserted

Introduction

Leicester City, Leicestershire County and Rutland Councils and Leicester City, West Leicestershire and East Leicestershire Clinical Commissioning Groups (CCG's) are working together to commission services for children and young people with Special Educational Needs and/or Disabilities (SEND).

Together, we commission a range of provision to meet need. We are working together because a lot of needs across the area are similar and related, and because a lot of our providers are the same. In addition, for some families, funding for care and support comes from several agencies. By collaborating we will improve our combined offer to children and young people, reduce gaps, provide better coordinated services and achieve value for money and sustainability.

This strategy explains how and why we will do this; spells out our aims and objectives; and sets out the action plan to take us there. We see commissioning as a framework to help us work together to better meet need and improve outcomes.

Although this is a joint commissioning strategy for the Leicester, Leicestershire and Rutland (LLR) area, this doesn't mean we will do everything together. Some services need to be specific to individual agencies. However, this strategy sets out those areas where joint

working is intended and planned for because we believe it will add value to do these things together. In addition, our single agency action plans support us to achieve where actions are specific to one agency only.

Together, these plans set the roadmap for work until 2024 to ensure we achieve our common vision.

Strategic Context

This strategy forms the first Leicester, Leicestershire and Rutland Commissioning Strategy for Children and Young people with Special Educational Needs and/or Disabilities (SEND). It presents a collective vision and priorities to achieve this, with a focus on working together to bring about improvement.

Good commissioning and effective integration between services lie at the heart of our strategy. These aspects of our approach will increasingly be the focus of the inspections that we will undergo. The Code of Practice (COP) 2015 for SEND sets out the commissioning responsibilities across partners and the expectation that joint working and planning occurs, and we will continue to follow this Code in delivering the strategy set out here.

Each Local Authority has its own SEND strategy and local offer. Alongside this, the commissioning strategy sets out the framework and resources to make this happen. The different strategies and documents produced by each

agency and their relationship to this Joint SEND Commissioning Strategy are listed here <link>.

As the public sector continues to experience financial challenge, a key objective of this strategy is to ensure that we use effective commissioning to make sure our services work well for children and families, provide positive impacts and value for money and are sustainable.

By working together as agencies, we will be able to see the cumulative effect of the changes we put in place and this will allow us to assess the impact of our joint approach on the system and services that we all use (shared markets). This is a key approach to managing risk through change.

For children, young people, families and carers, having agencies work together will help them to navigate an often-complex system of support. By aligning and understanding each other's worlds, we can support families holistically and ensure that every child can reach their full potential.

What is commissioning?

Commissioning is a way of understanding need, planning a response to meet this need and reviewing the effectiveness of action taken. It is often viewed as a cycle (you keep going around to drive improvement). It is commonly described as having 4 stages which are described in more detail here <link>

Our vision, principles and values

Through our services we want to remove barriers to opportunity, to improve equality of access and to provide care and support to enable children to enjoy and achieve life to the maximum of their potential. We must do this through the best use of our available resources, spending wisely to achieve greatest impact. We recognise this is best achieved through supporting independence, choice and personalisation.

We will know that we have achieved this when children, young people and families tell us this is the case; when we see improvements in outcomes on a par with other, similar areas; and when we are confident that the mix and quality of provision meets the diverse needs of our children and young people.

Each local area within Leicester, Leicestershire and Rutland has their own vision for children and young people with SEND, commissioning effectively is one of the tools to help achieve these visions.

Our collective vision for Leicester, Leicestershire and Rutland is:

'we will work together across Leicester, Leicestershire and Rutland to improve the outcomes for children and young people with SEND'

Principles

We will make sure that the commissioning decisions we make are based on a sound evidence of what children, young people and families need and on our analysis of what works to best meet those needs, within our available resources. We will analyse the real impact of services before planning any change, and we are committed to changing services that do not provide the quality of support that we know people want.

To ensure that services are of the quality that we expect, we will monitor, and quality assure them while they are being delivered.

We will work with children, families and young people to evaluate services and to plan change using participative and co-productive methods.

Aims, objectives and priorities

Across the local area we have agreed a common aim, objectives and priorities to support achievement of our vision. These draw on other information contained in our strategy including what we know about local needs and outcomes.

Aim

Across the Leicester, Leicestershire and Rutland area, we aim to use our funds in the best possible way to bring

maximum impact to as many eligible children and families within the available resources.

Objectives

We will:

- commission wisely: we will look at quality as well as cost when commissioning, look at what is coming and plan for this in advance
- commission together: examine our priorities for commissioning, look at opportunities to align work or jointly commission, particularly where we're buying the same or similar provision. We will include children, young people and families in commissioning and make sure they have a voice in our reviews of provision.
- target our commissioned activity: We will offer support or services to those who most need it or where there is greatest likelihood of it preventing an escalation of need.

Priorities

Our priorities are broadly formed around the commissioning cycle and will be addressed in partnership across Council's and the CCG's:

1. Build on our understanding of need and demand
2. Plan to meet statutory need within available resource, forecast for the future and prevent escalation

3. Quality assure our provision and contracts
4. Examine how we can provide greater flexibility and tailored packages of support
5. Align our services with those for adults, to prepare young people for adulthood
6. Develop our joint working and governance approaches
7. Jointly review our existing provision to ensure it meets needs and provides good quality support

Measuring our progress

We will use an action plan, prioritising actions according to feedback received through engagement on this strategy.

Each action sits alongside a statement of 'where do we want to be' and the steps to get there. The action plan for the year ahead can be found here <link>.

Collectively, these actions will ensure progress is made against our priorities.

Local information

There are around 22,000 children with SEND in the Leicester, Leicestershire and Rutland area with a wide range of needs.

For more information about children and SEND provision in the area, click here <link>

Current joint working

The agencies signed up to this strategy are already working together in a number of areas to bring about positive change through integration and collaboration. Details of current joint work can be found here <link>

Future direction

We know there is more we could do and more we could tackle jointly. Our priorities form the basis for our action planning and broadly follow the commissioning cycle. Many of the changes to provision contained in the 'doing' phase of commissioning will be driven by a deeper understanding of the issues faced and the success of service responses and from the reviews of specific areas of provision.

We have developed action plans for each priority, these are available here <link>.

Engagement and co-production in commissioning

We will involve children, young people, families and carers to plan and review services, taking a co-production approach where possible. More details can be found here <link>

Governance and accountability

This strategy is owned by the three Councils in Leicester, Leicestershire and Rutland and the Leicester City, West Leicestershire and East Leicestershire CCG's. More details about how it will be governed can be found here [<link>](#)

Glossary

CCG

The Clinical Commissioning Group – This public agency is part of the NHS, responsible for commissioning most of the hospital and community health provision.

Local Authority

Local Council for that area with legal responsibility for a range of service provision.

LLR

Leicester, Leicestershire and Rutland – the area covered by this strategy, formed from 3 different local authority footprints.

SEND

Special Educational Needs and/or Disabilities – a term used in many of the legal and policy papers referring to children with additional needs.

Domiciliary Support

Care and Support in your home, often referring to personal care e.g. washing, dressing, feeding etc.

Universal Services

Services that are offered to all children and young people, regardless of the level of need they have. A good example of this is school places – all children are entitled to access school within certain age brackets.

Targeted Services

Services that are targeted at children that may need additional support to access provision or who may need services specifically designed to meet their needs.

Specialist Services

Services for children with severe or complex needs, usually accessed following an assessment of that need.

Shared Markets

Where more than one agency uses the same provider(s) to deliver a service

Commissioning

A process of analysing, planning, doing and reviewing the support on offer to improve outcomes

Co-production

Working with those in receipt of services to design the provision they need

Local Offer

The services and support on offer to people in that area, including any criteria for access

Linked Pages – these will be pages on the website, the links in the text above will take you to them

What is commissioning?

Commissioning is a way of understanding need, planning a response to meet this need and reviewing the effectiveness of action taken. It is often viewed as a cycle (you keep going around to drive improvement). It is commonly described as having 4 stages:

Analyse

Understand the need, the numbers of people affected, the reasons for this, how we address this now (or identification of a gap if we don't), how we might do this better in the future.

Plan

What changes do we want to bring about, what are the steps to doing this, who needs to be involved, what are the likely impacts and timescales?

Do

∞ The implementation stage; making the plans real. Sometimes this will involve buying new services or ending existing ones.
○ At other times the approach might be to do things differently or to hold different conversations.

Review

This stage is where we look at how we do things or a change that we made and ask whether it is the best way to achieve the results we want. This could include an evaluation of a new service or a review of a whole area of provision.

Fig 1 The IPC Commissioning Framework



Commissioning is often shown as a cycle like this version from the Institute of Public Care (IPC).

By following this cyclical approach, agencies can gain a deeper understanding of the issues, plan for change that is most likely to have the desired impact, implement effective changes and monitor the impact on the person using a service, the service providers and wider partners.

Each of the partners use commissioning as a technique to improve outcomes currently. This strategy provides an opportunity for agencies to join together and do this collectively with identified areas to work on over the next 3 years.

Joint Commissioning

When we talk about joint commissioning, this can cover a range of approaches to working together to analyse, plan, do and review. Joint commissioning can include:

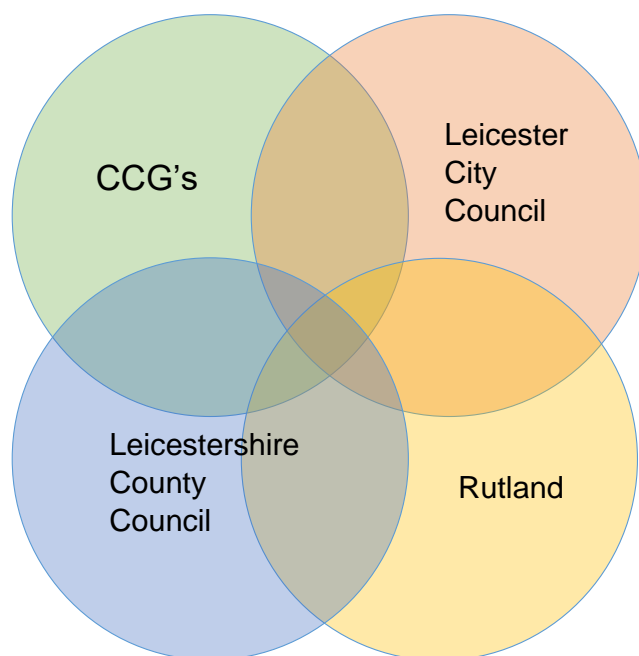
Approach	Meaning	Example of how this could work
Aligning our services or funds	Working together as agencies to ensure our services create a seamless system. Each agency makes their own arrangements to provide the necessary services, but this will be worked through with partners to ensure it fits with the wider needs of the system and with the strategic plan of all partners.	All agencies identify a growing number of children with SEND. They work together to understand the needs of these additional children and the services across the system that will be required. They make plans together to increase the services they offer or to do things differently to meet this need in a new way. They work together to make it happen.
82 Pooled budgets	A shared fund set up by 2 or more partner agencies. An agreement is in place to define how much each party will put into the fund and what the funding can and can't be used for.	The councils and CCG's decide to create one 'pot' of money to fund placements for children whose needs cannot be met through mainstream services. This pot of money combines some spend from councils on social care and education and Continuing Care funding from the CCG. All the partners agree the level of contribution they will make to the pot at the start of the year. The pot of money is used to fund the needs of children meeting the criteria for the fund throughout that year.
Lead agency	One agency takes the lead on delivering or contracting out a service on behalf of another. There will be an agreement in place to set out what the lead agency	One council agrees to contract for all the short breaks provision on behalf of all three local authorities. There is an agreement that states how this should be run and how much money will be paid to the council doing this on behalf of the others.

	should do and to cover the funding arrangements.	
Integrated teams	Teams of people that are funded or employed by more than one agency but that work as a single team. They deliver services that meet the responsibilities of both agencies.	A team of speech and language therapists (funded by the CCG) are based in the same building and share the same manager as a team of specialist teachers for children with hearing and/or visual impairment (funded by the council). They work as one team although their jobs are different.

Some joint commissioning will involve the local authorities working together, some will involve the CCG and local authorities. Some will take place across the whole of Leicester, Leicestershire and Rutland area, others may cover just one locality.

All of the overlapping areas in the diagram below represent areas of joint commissioning.

83



Key facts about children with SEND in Leicester, Leicestershire and Rutland

How many children have SEND in Leicester, Leicestershire and Rutland?

In April 2020 there were nearly 22,000 children with SEND in Leicester, Leicestershire and Rutland. This makes up 13.7% of our overall school population which is just under the national average of 14.8%. Children in primary school are most likely to have support for SEN and we know that nationally the numbers peak at age 10, declining through secondary education. The numbers of children with an Education, Health and Care Plan (EHCP) continues to rise as they journey through school.

What school provision do children access?

Most children receive an education in a mainstream school, with only 2,313 children across the area receiving education in a Special School. There are 12,142 children in primary schools with SEND from the Leicester, Leicestershire and Rutland area and 7,513 children in secondary schools.

What are the main reasons for a child receiving support for SEND?

The primary needs of children with SEND across the area are:

Primary Need	Number	% of Total	National Average
Specific LD	2,477	11.3%	12.5%
Moderate LD	6,547	29.8%	20.4%
Severe LD	836	3.8%	2.7%
Profound LD	175	0.8%	0.9%
Social, Emotional and MH	3,543	16.1%	17.1%
SLC needs	4,087	18.6%	21.7%
SEN Hearing	391	1.8%	1.8%
SEN Visual	355	1.6%	1.1%

Multi-Sensory	55	0.3%	0.3%
Physical Disability	664	3.0%	2.9%
Autistic Spectrum	1,630	7.4%	11.0%
Other Difficulty	732	3.3%	4.4%
No specialist assessment	474	2.2%	3.3%
Total	21,966	100%	100%

What do children, young people and families tell us about the services they receive?

We know that we are delivering services in the local area that make a huge difference to the lives of children, young people with SEND and their families and carers. We also know that there are areas for improvement in our provision, identified by children, young people and families and highlighted through Joint Ofsted and Care Quality Commission (CQC) SEND inspection findings for Leicester and Leicestershire. Key areas for us to work on include:

85

- Strategic planning to improve outcomes in Leicester and Leicestershire
- Quality of Education Health Care Plans in Leicester and Leicestershire
- Assessment of Children and Young People's Social care needs in Leicester City
- Joint commissioning to support health needs post 19, the development of a joint commissioning strategy for SEND and a co-ordinated approach to preparing for adulthood in Leicester and Leicestershire

What do we commission to meet this need?

We commission a wide range of universal, targeted and specialist services to meet the needs of children with SEND. Many of the services are commissioned by Council and CCG's individually but they are delivered as integrated pathways to help children, young people and families experience joined up support. Some services are delivered by Councils themselves, and others are commissioned from independent or voluntary and community organisations.

Details of services commissioned by partner agencies and the level of funding committed to each type of provision can be found here <link>

It is important to note that schools and further education facilities are increasingly acting as commissioners of services in order to meet the varied needs of children attending. It is expected that the work included in the delivery of this strategy will start to map this commissioning activity in schools and in further education and, that we will involve them in discussions about future provision.

Parents and carers are also increasingly acting as commissioners through the use of personal budgets. Here the Council or CCG makes funding available to parents and carers so that they can source their own support to meet the child's individual need. This approach can help to increase choice and support families in developing bespoke, personalised packages of care. These personal budgets are agreed by the relevant teams in the Council or CCG in line with each agencies agreed process.

More information about children and young people in Leicester, Leicestershire and Rutland can be found in the Joint Strategic Needs Analysis document that each area produces. Links to the latest versions are can be found in our list of key documents here <link>.

Current joint working

The four agencies commission a range of provision to support children, young people and families with SEND. Details of these services can be found here <link>. These services combine to offer a range of support and to improve outcomes for this group. There are increasing amounts of joint commissioning and partnership working across the agencies, including:

- A Joint Planning and Transformation Group for Children has been established to identify and deliver on joint commissioning opportunities for children's services across Leicester, Leicestershire and Rutland.
- The Joint Solutions Panels between each of the Council's and CCG reviews the complex needs of children and young people where there is a need for joint co-ordination and personalised funding.
- Council and CCG representatives attend the monthly in-patient Mental Health bed management meeting working with case manager from specialised commissioning to plan and support discharge of vulnerable children who often have SEND.

- Joint CCG and Council senior officers have responsibilities across the Transforming Care (TCP) agenda, delivering service improvement for all age learning disability and autistic spectrum disorder services to ensure community care and reduce in-patient admissions
- Leicester, Leicestershire and Rutland Future in Minds (FIM) Board having oversight of delivery of the Mental Health Transformation Plan
- The SEND improvement boards are multi-agency forums for Councils and CCG's to improve provision, activity and outcomes. Two boards cover the Leicestershire and Rutland and Leicester with the Councils and the CCG present on each. Robust plans to oversee change are monitored at the boards and these provide a regular, joint forum to discuss issues and barriers and to collaborate
- Local authorities and the CCG have also collaborated through work on supporting the transition to adulthood with examples of joint plans or governance arrangements to support this.
- The regional commissioning group for children and young people, bringing commissioners from Councils across the region together to discuss issues arising and the common market. The group has recently collaborated on establishing a regional dashboard of placements, giving access to data on where placements have been made and the cost of these amongst other data sets. The group is currently working on sharing quality assurance information to improve the intelligence held by each Council on the quality of placements made.

Engagement and co-production in commissioning

We will involve children, young people, families and carers in all of our work to plan and review services. Wherever possible, we will take a co-production approach. The way in which we do this will vary for each piece of work but there are some key drivers to achieving this.

We will work with our engagement forums to people that use our services to understand the issues and to seek views on how to commission our services. These include:

- Big Mouth Forum (Leicester City)
- Parent Carers Forum (Leicester City)
- Leicestershire Parent and Carer Forum
- Rutland Voice

- Healthwatch

We want to work together with children, young people and families to help us understand their experiences of living with SEND and using our services. We will work with them to gain insight into services from their points of view and to work together to plan services for the future that represent the best use of the resources we have. Where solutions cannot be found, for example when finances don't allow or there are legal limitations to what we can do, we will use this engagement to help people understand the situation.

Governance and accountability

This strategy is owned by the three Councils in Leicester, Leicestershire and Rutland and the Leicester, Leicestershire and Rutland CCG's.

It was developed by a working group, reporting into the Children's Planning and Transformation Partnership. The Partnership is a subgroup of the Leicester, Leicestershire and Rutland Children and Young People's Senior Leadership Group, which in turn reports to the Sustainability and Transformation Partnership (STP) for Children and Young People.

It is proposed that a joint commissioning board across Leicester, Leicestershire and Rutland will implement the action plan, tackle any issues or barriers arising and establish task and finish groups as needed.

The work of the board and progress on the delivery plan will be monitored by the Planning and Transformation Partnership and ultimately by the Senior Leadership Group.

Each agency will have its own reporting routes including joint commissioning boards and improvement boards etc. These will also help to assure the work and to keep a check on progress made.

The SEND Code of Practice <link> sets out specific roles and responsibilities for joint commissioning. These are summarised in the table below:

Agency	Key responsibilities for SEND	Accountability
Local authority	Leading integration arrangements for Children and Young People with SEN or disabilities.	Lead Member for Children's Services and Director for Children's Services (DCS)

Children's and adult social care	Children's and adult social care services must co-operate with those leading the integration arrangements for children and young people with SEN or disabilities to ensure the delivery of care and support is effectively integrated in the new SEN system.	Lead Member for Children and Adult Social Care, and Director for Children's Services (DCS), Director for Adult Social Services (DASS).
Health and Wellbeing Board	The Health and Wellbeing Board must ensure a joint strategic needs assessment (JSNA) of the current and future needs of the whole local population is developed. The JSNA will form the basis of NHS and local authorities' own commissioning plans, across health, social care, public health	Membership of the Health and Wellbeing Board must include at least one local elected councillor, as well as a representative of the local Healthwatch organisation. It must also include the local DCS, DASS, and a senior CCG
Clinical Commissioning Group	To co-operate with the local authority in jointly commissioning services, ensuring there is sufficient capacity contracted to deliver necessary services, drawing the attention of the local authority to groups and individual children and young people with SEN or disabilities, supporting diagnosis and assessment, and delivering interventions and review.	CCGs will be held to account by NHS England. CCGs are also subject to local accountability, for example, to the Health and Wellbeing Board for how well they contribute to delivering the local Health and Wellbeing Strategy. Each CCG has a governing body and an Accountable Officer who are responsible for ensuring that the CCG fulfils its duties to exercise its functions effectively, efficiently and economically and to improve the quality of services and the health of the local population whilst maintaining value for money.
NHS England	NHS England commissions specialist services which need to be reflected in local joint commissioning arrangements (for example augmentative and alternative communication systems, or provision for detained children and young people in relevant youth accommodation).	Secretary of State for Health
Healthwatch	Local Healthwatch organisations are a key mechanism for enabling people to share their views and concerns – to ensure that commissioners have a clear picture of local communities' needs and that this is represented in the planning and delivery of local services. This can include supporting children and young people with SEN or disabilities.	Local Healthwatch organisations represent the voice of people who use health and social care services and are represented in the planning and delivery of local services. This can include supporting children and young people with SEN or disabilities. They are independent but funded by local authorities.

Maintained nurseries and schools (including academies)	Mainstream schools have duties to use best endeavours to make the provision required to meet the SEN of children and young people. All schools must publish details of what SEN provision is available through the information report and co-operate with the local authority in drawing up and reviewing the Local Offer. Schools also have duties to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.	Accountability is through Ofsted and the annual report that schools have to provide to parents on their children's progress.
Colleges	Mainstream colleges have duties to use best endeavours to make the provision required to meet the SEN of children and young people. Mainstream and special colleges must also co-operate with the local authority in drawing up and reviewing the Local Offer.	Accountable through Ofsted and performance tables such as destination and progress measures.

Commissioned services across health, education, social care and public health

The list below details the provision that each agency is funding or directly delivering, correct as of August 2020. These are services primarily focused on children with SEND but some reference is also made to universal provision for all children, young people and/or families. It should be noted that this does not include services directly commissioned by schools and colleges or by NHS England.

Table 1: Services commissioned by councils

Services commissioned by Councils	Spend in the area (approximate)
Education placements	£116.9 million
Education psychology	£2.7 million
Short breaks/respite	£2.3 million
Specialist nursery provision	£2.4 million
Assessment and support teams	£2.3 million
Specialist teaching service	£6.6 million
Domiciliary support	£444k
Social work provision (for disabled children)	£1.1 million
0-19 healthy child provision (health visitors, school nurses etc for all children)	£16.2 million
Early help (for all children)	£18.5 million

Table 2: Services commissioned by councils

Services commissioned by CCG's	Spend in the area (approximate)
Child and Family Support Service (CAFSS)	£1.8 million

Community Paediatric Medical Services	£4.3 million
Children's Continuing Care 0-18	£2.7 million
Adult Continuing Health Care (CHC) 18+	£200k
Speech and Language Therapy	£1.5 million
Children's Physiotherapy	£1.25 million
Children's Occupational Therapy	£1 million
Children's Community Nursing	£364k
CAMHS Triage and Access	£200k
CAMHS Eating Disorders	£868k
CAMHS Outpatients City and County	£7.97 million
CAMHS LD Team	£1.1 million
CAMHS Crisis Team	£1.35 million
CAMHS PBS	£108k
Early Intervention	£380k
Community equipment loans across all organisations - £195,000	

Linked strategies and documents

There are a range of linked strategies and documents held jointly or by individual agencies. These linked documents and their relationship to this commissioning strategy are listed below.

Strategy/Document	Relationship to this	Link
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	commissioning strategy	
Leicester City All Age Commissioning Strategy	Covers commissioning intentions for all age services in the City only from the Local Authorities position.	https://www.leicester.gov.uk/media/186505/all-age-commissioning-strategy-2020-2025.pdf
Leicester City All Age Market Position Statement	A statement for the market (providers of services) on the anticipated direction of travel and key messages	https://www.leicester.gov.uk/media/186504/all-age-market-position-statement-2020.pdf
Leicester City SEND Strategy	The city's strategy for SEND services	https://www.leicester.gov.uk/media/186416/strategy-for-supporting-children-and-young-people-with-special-educational-needs-and-disabilities-send-2017-2022.pdf
Local Offer Leicester City	Details of services and support available to children with SEND and their families	https://families.leicester.gov.uk/local-offer/

Leicester City Joint Transitions Strategy	A strategy for the city, looking at how best to improve the journey into adulthood for young people	https://www.leicester.gov.uk/media/185659/the-joint-health-social-care-and-education-transitions-strategy-2019-2022-plain-text.pdf
Leicester City Early Help Strategy	The city's strategy for providing early help and support	https://www.leicester.gov.uk/media/186713/leicester-early-help-strategy-2020-2023.pdf
Leicester City CYP JSNA	A Joint Strategic Needs Analysis (JSNA) looking at the needs of children in Leicester City	https://www.leicester.gov.uk/your-council/policies-plans-and-strategies/public-health/data-reports-information/jsna/cyp-jsna/
NHS Long-Term Plan (CYP pages 45-54)	The Government's long term plan for NHS provision	https://www.longtermplan.nhs.uk/wp-content/uploads/2019/01/nhs-long-term-plan-june-2019.pdf
Leicester City Joint Health and Wellbeing Strategy	A health and wellbeing strategy for all	https://www.leicester.gov.uk/media/177755/leicester_s_joint_health_and_wellbeing_strategy_2013-2016.pdf

Wellbeing Strategy	Leicester residents, including children and young people.	
Leicestershire JSNA (CYP Physical Health)	A Joint Strategic Needs Analysis (JSNA) looking at the needs of children in Leicestershire	https://www.lsr-online.org/uploads/children-and-young-peoples-physical-health.pdf?v=1590599655
Leicestershire JSNA for children with SEND	A specific joint strategic needs analysis focusing on children with SEND	Awaiting publish
Leicestershire Joint Health and Wellbeing Strategy	A health and wellbeing strategy for all Leicestershire residents, including children and young people.	https://www.leicestershire.gov.uk/sites/default/files/field/pdf/2016/10/11/Leics%20JHWS%202017-22v2.pdf

Rutland JSNA	A Joint Strategic Needs Analysis (JSNA) looking at the needs of children in Rutland.	https://www.rutland.gov.uk/my-services/health-and-family/health-and-nhs/joint-strategic-needs-assessment/
Rutland JSNA for children with SEND	A specific joint strategic needs analysis focusing on children with SEND	Awaiting publish
Rutland Health and Wellbeing Strategy	A health and wellbeing strategy for all Rutland residents, including children and young people.	https://www.rutland.gov.uk/my-services/health-and-family/health-and-nhs/health-and-well-being-strategy/
Rutland SEND and Inclusion Strategy	A strategy for SEND for Rutland Council	https://search3.openobjects.com/mediamanager/rutland/fsd/files/send_and_inclusion_strategy_-_updated_september_2019_-_pdf.pdf

Future in Minds Transformation Plan	Plan for delivering a range of emotional, mental health and wellbeing services	https://www.leicestercityccg.nhs.uk/my-health/childrens-health/future-in-mind-plan-mental-health-children-young-people/future-in-mind-transformation-plan-2018-2020/
Maternity Transformation Plan	A plan for transforming maternity services	https://www.leicestermaternity.nhs.uk/betterbirths/
Leicester, Leicestershire and Rutland Learning Disability Strategy	A strategy for services and support for people with a learning disability	https://www.leicester.gov.uk/media/186869/joint-health-and-social-care-learning-disability-strategy.pdf
Leicestershire Preparing for Adulthood Strategy	A protocol for professionals working with young people with SEND	https://www.leicestershire.gov.uk/sites/default/files/field/pdf/2019/2/1/Preparing-for-adulthood-strategy.pdf
Leicestershire Whole Life Disability Strategy	A whole life approach to supporting people with disabilities	https://protect-eu.mimecast.com/s/mKpKC83OVSOQLInuwJsUm?domain=leicestershire.gov.uk
Leicestershire SEND and Inclusion Strategy	A strategy for SEND for Leicestershire	Awaiting publish

	County Council	
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Appendix B – summary of engagement feedback

Introduction

A statutory consultation was carried out between 10th December 2020 – 31st January 2021 to gather feedback from stakeholders on the draft Joint SEND strategy.

The 3 Councils in Leicester City, Leicestershire, and Rutland along with the 3 Health Commissioners (Clinical Commissioning Groups) East Leicestershire and Rutland, West Leicestershire and Leicester City are working together on a joint strategy. These partners are working together to commission services for children and young people with Special Educational Needs and/or Disabilities (SEND). These organisations are working together as there are several needs across the area which are similar and related, and many of these services are the same.

The consultation was carried out to seek views on the strategy and action plan to ensure the strategy fully reflects the views of those represented, including service providers and individuals in receipt of services commissioned by the organisations listed above.

This feedback will inform the final version of the strategy and influence which priorities and actions will be concentrated on first. This report details the findings and analysis from the recent survey.

Methodology

Each local authority and CCG area completed their own promotion of the survey. A detailed communication plan was produced by each authority and partners to ensure the survey was promoted to wider stakeholders.

Emails and newsletters:

Emails were circulated to individuals both internally and externally, including:

- Mainstream schools & colleges
- Special schools
- Early years settings
- Independent school providers
- Short break providers
- Employers of young people with SEND
- Staff from all 3 local authorities and across the CCG

Forums:

Presentations were given to the following groups:

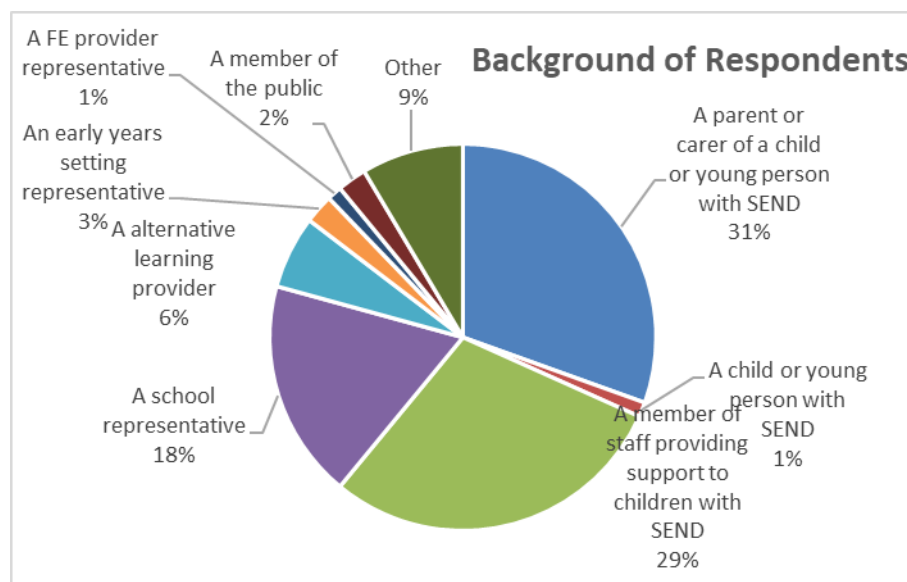
- Parent carer forum
- Big Mouth forum
- FE colleges meeting
- CLASS
- ISP event
- Schools forum

During all phases of promotion individuals were introduced to the strategy, explained the need to consult and provided with the link to the survey.

Survey:

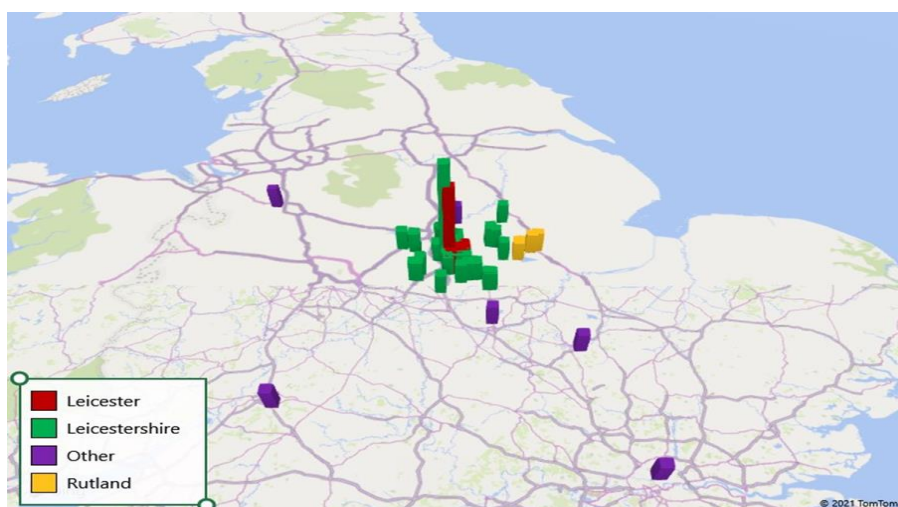
A survey was developed to understand what individuals' views were towards the joint SEND strategy. A total of **82 responses** were received, all of these were via the online platform.

Of those respondents they were asked to identify themselves for example, a member of the public (parent, young person) or professional. Below is a breakdown of response groups:



Respondents were also asked to provide their postcode on an optional basis to provide an understanding of the areas who most took part in this survey. **75 respondents** provided a postcode representing which areas across Leicester, Leicestershire & Rutland took part in the survey the most:

- Leicester – 17 respondents
- Leicestershire – 39 respondents
- Rutland – 5 respondents
- Other – 7 respondents



Headline findings

The survey was broken down into several areas:

- Comments on vision and priorities of strategy
- Ranking each priority's actions in order of priority
- Commenting on actions
- Commenting on overall strategy

Comments on vision and priorities of the strategy

Respondents were asked for their feedback on the vision of the strategy and to rank and comment on future priorities.

Vision

There were 49 responses on the vision of the strategy. The majority of respondents agreed with the vision with many stating that *"it is a really good idea to work together to commission services."* Others also stated it

will also help when children transfer within the county and will mean consistency across services.

Ranking of strategy priorities

Although most respondents were pleased with the list of priorities a common theme was that some of the priorities (F, A, B, E) are not as clear as others. Some actions are very general and not specific, as the actions do not give information on what services are being referred to. The strategy should be using SMART objects to measure these actions. It was also stated that priorities should be considered against the full 'as is' status.

The below table provides the most to least ranked priorities:

Item	Ranking
E (Align our services with those for adults, to prepare young people for adulthood)	5.78
C (Quality assure our provision and contracts)	4.15
G (Jointly review our existing provision to ensure it meets needs and provides good quality support)	3.85
B (Plan to meet needs within available resource, forecast for the future)	3.49
A (Build on our understanding of need and demand)	3.43
D (Examine how we can provide greater flexibility and tailored packages of support)	2.61
F (Develop our joint working and governance approaches)	2.09

The below table details suggestions and questions regarding the overall strategy and priorities:

Suggestions/questions
Will this reduce CAMHS waiting times, reduce starting the process again if families move from one area to another
Joint working approaches and preventing escalation will require that NHS clinicians provide assessments and reports for Tribunal Appeals
Support needs for individual children should be clear and detailed and regarding, regardless if they have an EHCP
Compatibility of provision across areas so those schools living on boards can access support across borders

Front line staff need to be trained in SEND and Mental Health awareness
Strengthen links with schools particularly mainstream settings and use consistent language regarding SEND
Ensuring education providers can meet the demands with EHCPs and offer financial support for additional resources
Train school SENCO's, so there is a clear & concise pathway to support or request for assessment.
More guidance and correct information available to children and parents/carers who use services
Commission expertise with a holistic approach in all that sought in supply chain. Follow models that work and work with both neuro typical and SEN that are experienced. Evaluate, learn and change what is not working, before it is too late.

Ranking and comments of priority actions

Throughout the survey there were a range of common themes as stated below:

- Lack of knowledge and services in autism and FASD there should be more focus on these areas
- More joint working between education and health, need to overcome language divide
- Focus on bespoke models and packages for individuals
- Better provisions in specialist schools, but not in mainstream schools
- Early preparation (14 years onwards) for adulthood is vital for planning outcomes, fear of children leaving education and receive no support, more working between education (especially post 16) and health and social care
- EHCPs need to include section on health, mental health and social care
- Work with parents, carers and young people to understand their views

Priority 1: Build on our understanding of need and demand

There were on average 74 responses to this part of the question. Below are how these actions were ranked:

Priority 1	Average Rank
E) Engage with children, young people, and families to understand what their priorities are in terms of service provision / improvement.	1.76
C) Ensure we have projections for service need per year group to support allocation of school places and key health and social care provision.	3.34
G) Gather information on cases where a standard service response has not met need. Build an evidence base to show where changes are needed.	3.73
B) Review the information gathered in each agency in relation to outcomes, looking for ways to improve practice and to provide consistent data across the area.	4.03
A) Ensure that information collated on placement/service access is captured on systems to allow for easy reporting and analysis. This should include placement cost and details of those refused a service because it was full.	4.20
D) Make use of the regional information gathered on education placements to ensure this feeds into decisions and spend on placements.	5.07
F) Develop a commissioning dashboard of key information to be reviewed frequently across the area.	5.72

The common theme of priority 1 was that it is extremely important to gather views of children, young people, and families to decide what the focus of commissioning should be. There was also an emphasis on considering the child's educational and emotional needs above all else.

Priority 2: Plan to meet needs within available resource, forecast for the future

There were 75 responses to this part of the question. Below are how these actions were ranked:

Priority 2	Average rank
A) Jointly plan for education, health, and social care provision to best meet the volume and type of need in coming years.	1.40
B) Plan a series of service reviews where we feel that provision isn't currently meeting need or	1.60

there are opportunities to join up across the area (proposals are listed under priority 7).	
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Although many welcomed this priority, many felt that this might be difficult to scope and needs must be met according to legislation and not what resources are available. Feedback also included it not being possible to meet needs within resources, as stated by the Care Act which states resources should be developed to meet need. Work on gaining an understanding from parents of their wants and needs should be undertaken. Forecasting for the future also depends on the quality of data available which may not be obtainable.

Some were left anxious about this priority and felt it contradicted with further priorities in the strategy *“I think this statement could lead to inflexibility and restrictive options. It seems to contradict priority 4 ‘examine how we can provide greater flexibility and tailored packages of support’.”*

Priority 3: Quality assure our provision and contracts

There were 73 responses to this part of the question. Below are how these actions were ranked:

Priority 3	Average rank
A) Ensure a robust quality assurance process is in place for all external service provision. Consider how to hold and share this information across agencies and how to share the load of QA. To include an approved approach to QA for joint funded cases.	1.34
B) Jointly develop a timetabled programme of quality assurance for external provision across the area.	2.03
C) Continue to develop regional approaches to information sharing in relation to quality of placements out of area.	2.63

Many agreed that there should be a focus on quality assurance, should be devised jointly and be consistent. Respondents felt it was important to streamline this process because it is onerous for providers if they are having to account to a plethora of commissioners. Respondents also welcomed this priority as it will help to reduce the amount of out of area placements and provide better value for money.

Priority 4: Examine how we can provide greater flexibility and tailored packages of support

There were 76 responses to this part of the question. Below are how these actions were ranked:

Priority 4	Average Rank
C) Jointly develop a pre, diagnostic and post support pathway for children with Neurodevelopmental needs.	1.97
B) Examine how greater flexibility can be introduced for cases that don't fit with our standard service offer (link to action above).	2.26
A) Review the personal budget agenda across organisations and how this links to SEND.	2.72
D) Look at development of the marketplace for services for young people with ASD.	3.03

Many respondents welcomed this priority and feel it will provide more children with better support. Respondents felt reviewing budgets and having greater flexibility is very important as some budgets currently seems illogical and don't always reach those that need it. Respondents also emphasised using a one style fits all agenda doesn't work and there needs to be a focus on bespoke models.

Many felt that ASD is not the only issue and there should be a marketplace of services for all children with SEND. A respondent also felt that describing ASD as a marketplace was a poor way to describe services for autism, which could be changed to the marketplace must be accountable and have accreditation.

Priority 5: Align our services with those for adults, to prepare young people for adulthood

Respondents felt that priority 5 was very important as reflected to begin with in the rankings. There was only one action point within this priority:

Review our transition/preparing for adulthood plans and approaches, looking for opportunities to work together as a system to improve the transition experience for young people.

Most respondents indicated that more work needs to be done on transitions as there is a fear that many will fall through the gaps.

Comments focused on this work needing to be done early and more work between education and health.

Priority 6: Develop our joint working and governance approaches

There were 73 responses to this part of the question. Below are how these actions were ranked:

Priority 6	Average rank
A) Establish an Leicester, Leicestershire and Rutland Joint Commissioning Board for SEND to oversee this action plan	1.96
B) Carry out an audit of commissioning expectations in the SEND COP, looking at what we do now and where we need to do more.	2.25
D) Jointly review arrangements for joint funded cases to ensure roles and responsibilities are clear and appropriate documentation is in place.	2.79
C) Review data sharing arrangements in place to ensure these are fit for purpose.	2.99

Priority 7: Jointly review our existing provision to ensure it meets needs and provides good quality support

There were on average 64 responses to this part of the question. Below are how these actions were ranked:

Priority 7	Average rank
A) Jointly review our approach to high need children and young people, ensuring we are innovative and cost effective in our responses to need.	2.89
C) Jointly review provision for children and young people who have behaviours that challenge to ensure we are able to deliver a comprehensive offer of support, including key workers when needed.	3.03
B) Examine the health support needed across our educational settings but particularly those with high clinical need children, to ensure our response is effective.	3.06
E) Ensure those children with LD/ASD who are at risk of admission to a hospital setting have a key worker identified.	4.72

D) Jointly review personal care offer / domiciliary support to understand how best to purchase, provide and quality assure.	5.75
F) Jointly review short breaks and respite provision to ensure it best meets need and to clarify who can access.	5.95
G) Jointly review provision at the hospital school to ensure it reflects demand and meets need.	6.42
H) Jointly examine the current Assistive Technology offer and the potential gains in expanding this.	6.87
J) Review services for children with a hearing or visual impairment to look for opportunities for greater collaboration.	7.37
I) Review system and contractual arrangements for CYP in residential schools to ensure they receive hearing, sight and dental checks.	8.37

Many felt that these actions were clear but might be relevant to some and not others. There were comments on there being far too many actions to order by priority, and that they are all equally important. One respondent also questioned “*what happens to the lower priority. Q? versus Q1 of the first year Delivery Plan, Year 2 of the Delivery Plan, or No Longer a priority as if everything is seen as a priority then nothing actually is*”

Final feedback on overall strategy

Overall respondents were pleased with the strategy and felt it was a positive and clear strategy. Respondents welcomed joint working and emphasised the need for consistency throughout all agencies. Feedback included:

- Ensure to use clear, simple language and ensure no one is left out in processes
- Make sure that local authorities really listen to children, young people, and their families
- The strategy needs to involve an audit and an honest review

As previously discussed, one respondent felt that the strategy wasn't clear. They feel it needs to set out what the strategy is trying to achieve. They stated that it doesn't sound like an action plan as there are too many review actions which won't achieve an outcome or an action. They will only result in recommendations.

Comments on groups not reflected

- Missing point of if the strategy is benefiting children, south of County is lacking a local offer
- Not seeing any impact on children, especially if they are in rural areas
- Not enough focus on individuals
- Not enough emphasis on schools, communities & societies being as inclusive as possible to those with SEND

Appendix C – Action Plan

The following sets out proposals for a year 1 action plan, identifying priority actions using the rank order suggestions from respondents as part of the engagement on the strategy. The proposals for year 2 and 3 rankings are listed in the second table and will be more thoroughly scoped as part of the planning for each year. The group may choose to bring in new actions or to re-prioritise the order if it is felt that a current action is dependent on another taking place.

The Joint Commissioning Delivery Group will hold a more detailed action plan with clear steps to be taken, milestones, leads and timescales to enable the Group to monitor progress.

	Action	Where do we want to be?	How will we get there?
1	Ensure we have projections for service need per year group to support allocation of school places and key health and social care provision.	All Councils have data and projections to show the volume of provision needed for their area, but this is also viewed on a Leicester, Leicestershire and Rutland footprint to look at overall trends and shared with health colleagues to inform whole system planning.	We will each share our data on projections for the level of need for future years. This data will collectively form a picture of the changing need and demand on services we anticipate in future years.
2	Jointly plan for education, health, and social care provision to best meet the volume and type of need in coming years.	This data is shared across health partners as well as Council's and informs whole system planning e.g. social care, health and areas other than educational placements. Consideration is given to the sharing of resource, particularly for small cohorts (e.g. developing a specialist service for small numbers across the area) or where there is capacity in one area and demand in another.	Using the data from action 1, we will collectively look at the impact this will have on services across education, social care and health and develop plans to ensure we are ready. We will work with our provider markets (internal and external) to ensure plans involve those delivering services.

3	Ensure a robust quality assurance process is in place for all external service provision. Consider how to hold and share this information across agencies and how to share the load of QA. To include an approved approach to QA for joint funded cases.	A system exists for sharing quality concerns or outcomes of quality visits across the Leicester, Leicestershire and Rutland area. An agreed protocol is in place between Council's and CCG's re quality assurance of joint funded placements and the responsibilities/involvement of both parties.	Engage with children, young people and families to ask their views on our QA approach and whether there are additional things they would like us to explore We will share details of how quality checks are carried out currently. We will look at ways to make this more efficient/reduce duplication. We will agree a protocol setting out how we will look at quality collectively in the future, rather than separately.
4	Jointly develop a timetabled programme of quality assurance for external provision across the area.	All agencies have one overall timetable for quality assurance focus, regularly reviewing and updating this as it changes. All agencies to consider whether there are opportunities for joint visits or agreed leads where timescales are similar.	Linked to action 3 above, we will co-ordinate timetables for quality visits or focus that reduces duplication
5	Jointly develop a pre, diagnostic and post support pathway for children with Neurodevelopmental needs.	A proposed pathway model to be proposed following multi-agency involvement by May 2021. Final proposed pathway to then follow engagement process for feedback at system wide groups.	Parent and Carer Forums continue to be involved at all stages of the pathway development CYP and Family engagement of proposed model will take place in line with system wide engagement.
6	Examine how greater flexibility can be introduced for cases that don't fit with our standard service offer (link to action above).	To enhance current provision through Joint Assessment Panel / Joint Solutions Panel.	Review current provision with system leads from Health, Local Authority and Personalisation Teams.

7	Review our transition/preparing for adulthood plans and approaches, creating opportunities to work together as a system to improve the transition experience for young people.	Leicester, Leicestershire and Rutland joint system to take this forward as the next joint piece of work, getting to grips with what is needed to improve transition and planning for actions required to make this happen.	<p>We will establish a steering group for transitions</p> <p>We will draft strategy/plan of action for the area</p> <p>We will seek the views of parents/carers/children and young people and other interested stakeholders</p> <p>We will identify what needs doing to improve the transitions experience and the actions needed to ensure this happens</p> <p>Publish strategy and related action plan and governance structure for taking actions forward</p>
8	Establish a Leicester, Leicestershire and Rutland Joint Commissioning Delivery Group for SEND to oversee this action plan	A permanent delivery group is established to ensure delivery of the actions contained in this strategy over the next 3 years.	<p>We will approve terms of reference</p> <p>We will arrange regular meetings to take the work forward</p> <p>We will agree an action plan to ensure work is delivered</p>
9	Jointly review our approach to high need children and young people, ensuring we are innovative and cost effective in our responses to need.	<p>Partners have a collective understanding on a definition of 'high need'.</p> <p>Partners understand the needs of these children and young people and have plans to meet these needs where it falls within the remit of their agency.</p>	<p>We will agree on a definition of 'high need' for this piece of work</p> <p>We will take steps to understand the need of these children and young people</p> <p>We will understand the support offer available in the area to meet this need</p>

		<p>Strategic co-ordination is in place across the system to set out the plan for these children and to monitor effectiveness</p> <p>Clear arrangements for funding are available and understood.</p>	<p>We will examine whether there is unmet need, how this could be met and the duties to ensure provision is offered to these children, including funding responsibilities.</p>
10	<p>Jointly review provision for children and young people who have behaviours that challenge to ensure we are able to deliver a comprehensive offer of support, including key workers when needed.</p>	<p>Partners have an understanding of the main impacts of behaviour that challenges e.g. family breakdown, school exclusion etc.</p> <p>Partners have an understanding of what might support in preventing or managing these challenges and what support services already exist for access.</p> <p>Agencies and families are supported with training and understanding around how to prevent and manage these challenges and/or signposted to support agencies.</p> <p>Where necessary, there is a mechanism for escalating concerning cases for additional support to prevent breakdown.</p>	<p>We will look at the impact behavioural challenge can have on children young people, families and the services provided.</p> <p>We will understand the current support offer in the area and best practice from across the country</p> <p>We will identify any gaps in provision or ways in which the system could be strengthened to ensure support is accessed where needed</p>
11	<p>Examine the health support needed across our educational settings but particularly those with high clinical need children, to ensure our response is effective.</p>	<p>CCG funded provision in schools where there is a statutory responsibility to meet the needs of children at that school.</p> <p>Support to schools wishing to purchase additional support to add to the statutory offer, especially around clinical governance.</p>	<p>We will discuss with schools and others working in the system to understand current practice and provision</p> <p>We will identify arrangements that schools are making directly for provision of health support and the funding arrangements for this</p>

		A good understanding in mainstream schools, likely through SENCO's, of provision and thresholds.	We will identify areas for improvement e.g. through protocols or guidance, through changes to funding arrangements etc.
12	Collectively review our information, advice and guidance offer to children, young people and families with SEND to examine whether joint approaches would be beneficial.	Partners make an informed decision on whether to jointly commission (with jointly commissioned services in place if required)	<p>We will look at each of our current offers/service provision</p> <p>We will look at the risks and opportunities of commissioning this together rather than separately</p> <p>We will secure joint provision if this is agreed as the best way forward.</p>
13	Raise awareness of the Local Offer amongst families and professionals. All partners are contributing relevant, comprehensive and accessible information coproduced with families and young people.	<p>Professionals are aware and signpost families to use the Local Offer website.</p> <p>The Local Offer is used to access information and is valued by young people and families. It is responsive to their needs and aspirations.</p> <p>The Local Offer provides clear, comprehensive, accessible and up to date information about the available provision and how to access it.</p> <p>The Local Offer is coproduced with professionals and families to ensure information reflects needs</p>	<p>We will work on a joint promotional / communications campaign across Leicester, Leicestershire and Rutland to raise awareness amongst families and professionals</p> <p>We will use platforms and social media channels that are relevant for today's families to support engagement and be responsive to their needs.</p> <p>We will carry out a mapping exercise of current Health content across Leicester, Leicestershire and Rutland to ensure relevant, up to date and consistent information is shared across the 3 areas. Information produced and shared is accessible for young people and remains person centred</p>

		LO is accessible and reflects the current ways children and families access information and support online	<p>We will work to ensure the Local Offer provides clear comprehensive accessible and up to date information about the available provision and how to access it.</p> <p>Utilise existing engagement groups and new mechanisms to inform and develop the Local Offer website.</p> <p>We will use the gaps identified to inform commissioning priorities We will work together to identify a LO champion in Health and LA</p>
<p>Cross cutting themes that we should consider when working on each action:</p> <ol style="list-style-type: none"> 1. How do we involve children, young people and families in this action? 2. How do we explain this system or these changes to children, young people and families? 3. How do we approach this action together, as a whole system, including wider partners? 4. Have we approached this across education, social care and health? 5. How do we engage, inform and train the workforce on this process or these changes? 6. How do we ensure early identification and intervention takes place? 			

Future actions and proposed year order (as per ranking at engagement):

Action	Suggested year
Gather information on cases where a standard service response has not met need. Build an evidence base to show where changes are needed.	Year 2

Review the information gathered in each agency in relation to outcomes, looking for ways to improve practice and to provide consistent data across the area.	
Plan a series of service reviews where we feel that provision isn't currently meeting need or there are opportunities to join up across the area (proposals are listed under priority 7).	
Continue to develop regional approaches to information sharing in relation to quality of placements out of area.	
Review the personal budget agenda across organisations and how this links to SEND.	
Carry out an audit of commissioning expectations in the SEND COP, looking at what we do now and where we need to do more.	
Jointly review arrangements for joint funded cases to ensure roles and responsibilities are clear and appropriate documentation is in place.	
Ensure those children with LD/ASD who are at risk of admission to a hospital setting have a key worker identified.	
Jointly review personal care offer / domiciliary support to understand how best to purchase, provide and quality assure.	
Jointly review short breaks and respite provision to ensure it best meets need and to clarify who can access.	Year 3
Ensure that information collated on placement/service access is captured on systems to allow for easy reporting and analysis. This should include placement cost and details of those refused a service because it was full.	
Make use of the regional information gathered on education placements to ensure this feeds into decisions and spend on placements.	
Develop a commissioning dashboard of key information to be reviewed frequently across the area.	
Look at development of the marketplace for services for young people with SEND, starting with where we are seeing the greatest need or most pressing changes occurring'	
Review data sharing arrangements in place to ensure these are fit for purpose.	
Jointly review provision at the hospital school to ensure it reflects demand and meets need.	
Jointly examine the current Assistive Technology offer and the potential gains in expanding this.	
Review services for children with a hearing or visual impairment to look for opportunities for greater collaboration.	
Review system and contractual arrangements for CYP in residential schools to ensure they receive hearing, sight and dental checks.	

Appendix D – changes made to the strategy as a result of feedback

Change requested	Where can this be seen?
One of our actions was to 'Look at development of the marketplace for services for young people with ASD'. It was felt that development was needed across the whole market, not just for those with ASD.	The action is now listed as 'Look at development of the marketplace for services for young people with SEND, starting with where we are seeing the greatest need or most pressing changes occurring'
Suggestion that the strategy was not specific, not SMART and didn't contain enough information on the 'as is' position.	The action plan developed from engagement feedback contains a set of specific actions, states where we want to get to, where we are now and gives timescales for the work.
A strong message throughout the engagement was about the need to ensure early identification and intervention to try to prevent the escalation of need which will require more intervention further down the line. This would include work with mainstream school settings in particular. As this can apply across many of the actions, this has been proposed as a cross cutting theme.	Cross cutting commitment to ask 'How do we ensure early identification and intervention takes place?'
Priority 2 during the engagement was 'plan to meet need within available resource, forecast for the future'. Concern was expressed that resource shouldn't be a limiting factor, it should be legislation i.e. statutory responsibility.	The priority has been changed to state 'plan to meet statutory need within available resource, forecast for the future'.
Text during the engagement read 'Review our transition/preparing for adulthood plans and approaches, looking for opportunities to work together as a system to improve the transition experience for young people'. One respondent suggested we should be making these opportunities, rather than looking for them.	Text now reads as 'Review our transition/preparing for adulthood plans and approaches, creating opportunities to work together as a system to improve the transition experience for young people'
A request was received from all partners to include an action looking at the IAG provision collectively.	This has been added as a new action to year 1.

One of our actions was to 'Engage with children, young people, and families to understand what their priorities are in terms of service provision / improvement'. Whilst this was obviously very important and formed part of the engagement on the strategy where views were sought on the ranking of actions, it also forms a cross cutting action that should be considered in all pieces of work we do. This has therefore been removed as a specific action and included as part of the cross-cutting commitment.	Cross cutting commitment to ask during each piece of work 'How do we involve children, young people and families in this action?'
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General cross cutting themes to be taken away and woven through the work

Theme
The need to work with and listen to children, young people, parents and carers and to support them in understanding the systems, services and changes. This includes provision of guidance and information about what is available and who can access services and support.
The need to work with all partners, including schools, and with each other to ensure we are a joint system, working together
The need to consider the holistic needs of children across education, health and social care
The need to engage, inform and train the workforce on these processes and any changes made
The need to ensure early identification and intervention to prevent the escalation of need.

Appendix E – proposed governance structure for joint commissioning

Meeting	Purpose	Who attends?	Reporting to
SEND joint commissioning delivery group	Delivery of SEND JC action plan	Commissioning leads, operational SEND leads (Local Authorities, CCG's)	Joint Strategic Planning and Transformation Group SEND local boards/management arrangements
Joint Strategic Planning and Transformation Group	Delivery of Joint Commissioning Agenda for Leicester, Leicestershire and Rutland	Commissioning leads for Local Authorities and CCG's	Leicester, Leicestershire and Rutland Children and Families Strategic Leadership Group
Leicester, Leicestershire and Rutland Children and Families Strategic Leadership Group	To provide system leadership for children and young people services	Local Authorities and CCG Directorate level leads	Linking in with each agencies individual governance arrangements
Local SEND boards/management structures	Delivery of SEND improvement agenda's for local areas	HOS and Directorate level officers from Local Authorities and CCG's	Each agencies directorate/senior management

