

Children and Families Scrutiny Committee Agenda

Date: Tuesday, 15th November, 2011
Time: 1.30 pm
Venue: Committee Suite 1,2 & 3, Westfields, Middlewich Road,
Sandbach CW11 1HZ

The agenda is divided into 2 parts. Part 1 is taken in the presence of the public and press. Part 2 items will be considered in the absence of the public and press for the reasons indicated on the agenda and at the foot of each report.

PART 1 – MATTERS TO BE CONSIDERED WITH THE PUBLIC AND PRESS PRESENT

1. **Apologies for Absence**

2. **Minutes of Previous Meeting** (Pages 1 - 6)

To approve the minutes of the meeting held on 18 October 2011.

3. **Declaration of Interest/Party Whip**

To provide an opportunity for Members and Officers to declare any personal and/or prejudicial interests and for members to declare the existence of a party whip in relation to any item on the agenda.

4. **Public Speaking Time/Open Session**

A total period of 15 minutes is allocated for members of the public to make a statement(s) on any matter that falls within the remit of the Committee.

Individual members of the public may speak for up to 5 minutes, but the Chairman will decide how the period of time allocated for public speaking will be apportioned, where there are a number of speakers.

Note: In order for officers to undertake any background research, it would be helpful if members of the public notified the Scrutiny officer listed at the foot of the agenda, at least one working day before the meeting with brief details of the matter to be covered.

For any apologies or requests for further information, or to give notice of a question to be asked by a member of the public

Contact: Mark Grimshaw
Tel: 01270 685680
E-Mail: mark.grimshaw@cheshireeast.gov.uk

5. **'Child & Adolescent Mental Health Services' (CAMHS) Overview** (Pages 7 - 12)

To consider a report of the Commissioning Manager – Integrated Commissioning Unit.

6. **Children's Trust and Children and Young People's Plan 2011-2014** (Pages 13 - 18)

To consider a report of the Partnerships and Planning Manager.

7. **Addressing School Underperformance : Local Authority interventions including the 'Improving Outcomes Programme' (IOP)** (Pages 19 - 38)

To consider a report of the Quality Assurance Principal Manager and Monitoring & Intervention Manager.

8. **Draft Special Educational Needs and Disability Policy** (Pages 39 - 86)

To consider a report of the Head of Strategy, Planning and Performance.

9. **Work Programme update** (Pages 87 - 96)

To give consideration to the work programme.

10. **Forward Plan - extracts** (Pages 97 - 98)

To note the current Forward Plan, identify any new items and to determine whether any further examination of new issues is appropriate.

11. **Consultations from Cabinet**

To note any consultations referred to the Committee from Cabinet and to determine whether any further action is appropriate.

CHESHIRE EAST COUNCIL

Minutes of a meeting of the **Children and Families Scrutiny Committee** held on Tuesday, 18th October, 2011 at Committee Suite 1,2 & 3, Westfields, Middlewich Road, Sandbach CW11 1HZ

PRESENT

Councillor A Kolker (Chairman)
Councillor K Edwards (Vice-Chairman)

Councillors L Brown, S Gardiner, P Hoyland, D Neilson, G Merry, B Silvester, McCann and B Burkhill

Apologies

Councillors W Livesley and M Sherratt and H Gaddum.

In Attendance

Councillor Rhoda Bailey

Officers

Fintan Bradley - Head of Strategy, Planning & Performance
Cath Knowles - Head of Safeguarding & Specialist Services
Phil Mellen - Head of the Virtual School
Mark Grimshaw – Scrutiny Officer

97 MINUTES OF PREVIOUS MEETING

Resolved – That the minutes of the meeting held on 20 September 2011 be approved as a correct record.

98 DECLARATION OF INTEREST/PARTY WHIP

Councillor Neilson declared a personal interest by the virtue that his Grandchildren were part of the Virtual School.

99 PUBLIC SPEAKING TIME/OPEN SESSION

There were no members of the public who wished to address the Committee.

100 FOSTERING AND ADOPTION VIDEO

Members watched a short film which had been produced by the Fostering and Adoption team.

Cath Knowles, Head of Safeguarding & Specialist Services, reported that the film had successfully been premiered at the 'Reel Cinema' in Crewe and as a result of

this, they had agreed to show a condensed version of the film before every movie during Children in Need week.

It was queried whether it would be possible for a similar exercise to be carried out at Cinemac in Macclesfield and whether it would be worthwhile contacting other media outlets such as the BBC, BBC North West and ITV to see if the film could be distributed more widely. It was suggested that these comments along with the Committee's congratulations and praise be fed back to Stephen Kelly, Recruitment Officer - Fostering & Adoption.

It was also questioned whether the service had the appropriate resources to cope with the extra demand that such a campaign might produce. Cath Knowles reassured the Committee that following the recent restructure there were now dedicated teams to assist with the recruitment process and that any increase in interest would be coped with.

RESOLVED –

- a) That the Fostering and Adoption team be congratulated for their work in producing the film.
- b) That it be suggested to Stephen Kelly that he contacts other media outlets such as Cinemac, the BBC, BBC North West and ITV to see if the film could be distributed more widely.

101 **VIRTUAL HEAD**

Phil Mellen, Headteacher at the Virtual School attended to provide an overview of the work that his team performs and to provide an update on the results they have achieved so far.

He explained that since coming into existence on 1 September 2010, the Virtual School had continued to enable Cheshire East to take an overview of all its Cared for Children and their educational progress. One of the ways of doing this was to work closely with schools and in particular designated teachers. Phil Mellen reported that this assisted in information sharing and for channelling funding in the most appropriate and efficient manner.

Phil Mellen continued to assert that whilst the Virtual School did a lot of work to improve the educational attainment of Cared for Children; a child's chance of doing well was heavily dependent on the stability of their placement. It was noted therefore, that it was necessary for the Virtual School to work to keep a child in the same school, minimising placement volatility. As a result, Phil Mellen reported that he sat on the fostering and adoption panel to provide an educational point of view to decisions around placement moves.

Referring to an additional sheet which provided a comparison on the educational attainment of Cared for Children in 2010 and 2011, Phil Mellen explained that whilst they obviously looked for improvement year on year, the data was volatile in nature as the cohort numbers were relatively small. As a result, the more telling figures would be a trend of improvement over several years.

As a final point, Phil Mellen outlined a number of priority actions for 2011-12. These were as follows:

- Early years
- Key Stage 1
- 14-19
- Improving the Personal Education Plan (PEP) format
- Well-being
- Establishing an Advisory Board.

A number of questions were asked around the performance figures for educational attainment. It was stated that a big improvement in Key Stage 4 results was required. Phil Mellen agreed but asserted that the trend from precedent authorities was for incremental change rather than for rapid progress. He continued to state that he expected the early intervention work to have a large effect on results over the next five years and that the success of the Virtual School as a concept would have to be judged then.

It was also queried whether the service was worried about the drop in Key Stage 2 results from 2010. Phil Mellen confirmed that whilst this was far from ideal the figure that the service was really concerned about was whether children were making a two level progress between Key Stage 1 and Key Stage 2 as this was a more accurate indicator of the work of the Virtual School. Attention was drawn to the fact that this had improved since 2010.

It was queried whether the Virtual School provided support for children or young people who were staying with relatives and/or not on a full care order. Phil Mellen explained that it was difficult to identify these children and young people as they were not included on the PARIS system. Having said this, he confirmed that if the Virtual School became aware of such a situation, support would be offered.

Attention was drawn to the aforementioned priority action around the 14-19 age group. It was queried whether there was a mechanism for measuring outcomes such as being in full time education, training or employment. Phil Mellen reported that the Virtual School was working closely with the post-16 team and that an appointment was imminent for someone to track outcomes more closely. In addition, he explained that the Virtual School was building relationships with nearby universities in an attempt to access the 'wider participation grant' which universities received from central government. Phil Mellen continued to report that the Virtual School was working to get young people in years 7, 8 and 9 to consider university as an option before choosing their subjects for GCSE's.

It was questioned whether the Virtual School had any impact on non-academic areas as well as attempting to improve educational attainment. Phil Mellen reported that the Virtual School, where appropriate, funded activities to do with 'education' in its widest possible sense as it recognised that well-being was vitally important to a young persons life.

It was queried whether the Virtual School was doing anything to help Foster Carers effectively challenge the PEP process. Phil Mellen explained that training was provided for foster carers on the educational system so that they could challenge from an informed position and the Committee was also reassured that foster carers would be part of the Quality Assurance process.

As a final point, a number of comments were made with regards to the presentation of data, particularly exam results, in the report. It was suggested that it would be useful to have the following additional information in future reports:

- The national 'mainstream' educational attainment figures for comparison
- The Cheshire East 'mainstream' educational attainment figures for comparison
- The number of students in each yearly cohort.

RESOLVED –

- a) That the report be noted
- b) That the following additional information be provided in future Virtual School reports:
 - a. The national 'mainstream' educational attainment figures for comparison
 - b. The Cheshire East 'mainstream' educational attainment figures for comparison
 - c. The number of students in each yearly cohort.

102 **WORK PROGRAMME UPDATE**

Members considered the work programme. It was suggested that an item regarding what Cheshire East was doing to improve underperforming schools be added to the agenda for the meeting scheduled 15 November 2011. It was also suggested that it was important for the Committee to consider the budget for Children's Directorate and that this needed to be done ideally at the next meeting.

As a final point, Members referred to the glossary which had been provided by Gill Betton, Policy Manager in the Children's Directorate. It was suggested that the Committee's appreciation be noted.

RESOLVED –

- a) That the item regarding what Cheshire East was doing to improve underperforming schools be added to the agenda for the meeting scheduled 15 November 2011.
- b) That the proposed 2012/13 budget be brought to the Committee for consideration at the next scheduled meeting.
- c) That thanks be extended to Gill Betton for drafting the Children's Directorate glossary.

103 **FORWARD PLAN - EXTRACTS**

The Committee gave consideration to the extracts of the forward plan which fell within the remit of the Committee.

RESOLVED – That the forward plan be noted.

104 **CONSULTATIONS FROM CABINET**

There were no consultations from Cabinet.

105 **EXCLUSION OF THE PRESS AND PUBLIC**

RESOLVED - That the press and public be excluded from the meeting during consideration of the following items pursuant to Section 100(A)4 of the Local Government Act 1972 on the grounds that they involve the likely disclosure of exempt information as defined in Paragraphs 1 and 2 of Part 1 of Schedule 12A to the Local Government Act 1972 and public interest would not be served in publishing the information.

106 **LOCAL CHILDREN'S SAFEGUARDING BOARD REVIEW**

Cath Knowles, Head of Safeguarding & Specialist Services, attended to provide the background detail on the process and outcomes of a recent Serious Case Review.

RESOLVED –

- a) That the report be noted.
- b) That Cath Knowles feed the Committee's comments to the Local Children's Safeguarding Board.

The meeting commenced at 1.30 pm and concluded at 4.20 pm

Councillor A Kolker (Chairman)

This page is intentionally left blank

CHESHIRE EAST COUNCIL

Scrutiny Committee via Children's SMT

Date of Meeting: 15.11.11
Report of: Steve Tatham – Integrated Commissioning Unit
Subject/Title: 'Child & Adolescent Mental Health Services' (CAMHS) Overview

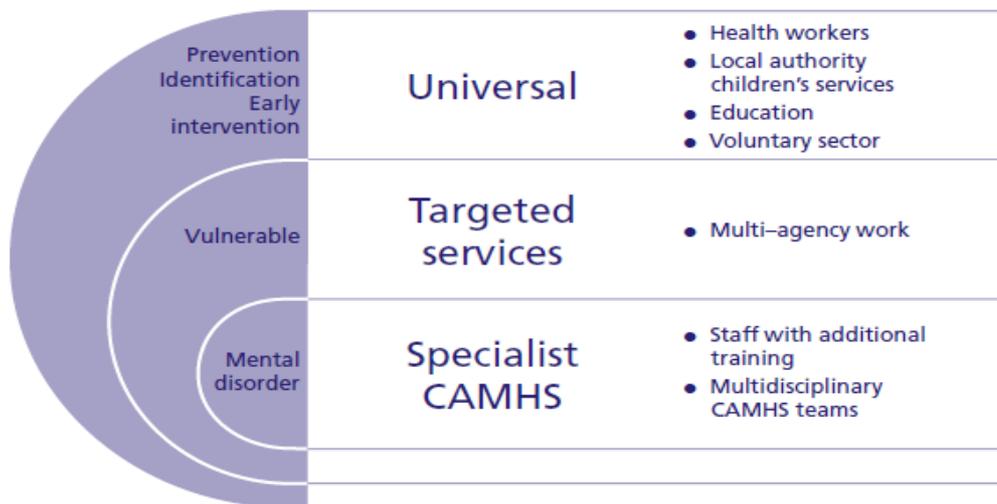
1.0 Report Summary

- 1.1 The majority of services that support children and young people's emotional health and wellbeing outside of Universal Services i.e. schools, youth support, etc. are commissioned by the 'Integrated Commissioning Unit' between Central & Eastern Cheshire Primary Care Trust (CECPCT) and Cheshire East Council. At this point the funding for these services approximately £4m is primarily from CECPCT's budget, with some investment from Cheshire East Council. These services are commissioned in line with the Cheshire East Children's Trust priorities and there is a draft '**Emotional Health and Wellbeing Strategy for Children and Families**' currently being consulted upon for implementation in 2011/12.
- 1.2 'Emotional Health and Wellbeing Services' are commissioned on the basis that we provide timely access to evidenced based interventions that deliver good outcomes and / or better management of more complex or longstanding conditions. Waiting time for non urgent referrals are generally below the national recommendation of 13 weeks. Urgent referrals are prioritised based around need and emergency placements are managed through a bespoke commissioning process.
- 1.3 In the Eastern part of the authority a high and increasing demand for 'Autistic Spectrum Diagnostic Services' have led to a longer waiting time for assessment and this is being addressed through a joint piece of work between the Integrated Commissioning Unit, the Special Educational Needs Manager in CEC and the Clinical Lead in our local Child & Adolescent Mental Health Service. Our intention is implement an integrated single point of access for children, families and professionals who require advice, training, consultation, assessment and ongoing support. This will require the blending of a range of provision including Child & Adolescent Mental Health Services, Community Paediatrics, Occupational Therapy, Family Support, Speech and Language and the Cheshire East Autism Support Service.

It is important to note that a formal 'Clinical Diagnoses' does not prevent intervention and support from services. Many families are already receiving interventions from services such as Cheshire East Autism Support Service, the

Children’s Disability Team, Speech and Language, Occupational Therapy, 3rd Sector Organisations such as Crossroads, etc. In addition a formal ‘Clinical Diagnoses’ is not required for children and young people to receive additional funding for classroom support in school or to be able to obtain a ‘Statement of Special Educational need’.

1.4 The ‘Integrated Commissioning Unit’ commission the following services from Cheshire & Wirral Partnership Trust (CWP) Child and Adolescent Mental Health Services (CAMHS) and the service has two bases one in Macclesfield and one in Crewe. The service model is based around a tiered approach simply described in the diagram included below produced by the **National Advisory Council for Children’s mental health and psychological well being, 2010**:



There is a additional fourth tier that provides services for the most complex children and high risk young people who require specialist eating disorder services, inpatient or forensic services.

Note: A much more detailed breakdown of this provision is included in the appendices

1.5 Prevention and Early Intervention are key local and national priorities, in line with this Cheshire East Council in partnership with Cheshire West and Chester, PCT's & Clinical Commissioning Groups will in 2012/13 is establishing two new nationally led evidenced based programmes:

The ‘Family Nurse Partnership’ (FNP) programme – Intensive and therapeutic support for 100 first time teenage mothers

A ‘Multi-Systemic Therapy’ (MST) Programme – Intensive support to prevent children and young people entering care and/or custody

Note: A more detailed description of these programmes is included in the appendices

1.6 It is the intention of the Integrated Commissioning Unit alongside the Children’s and Families Service in CEC to work collaboratively with its partner agencies including the 3rd

Sector to embed a more preventative and early approach to meeting children, young people and families/carers emotional health and wellbeing needs. This will require us to review existing provision and workforce development plans to inform how we invest future resources to achieve better outcomes.

2.0 Recommendation

- 2.1 That Scrutiny supports the work to integrate the existing autism provision into a single 'multi-agency' pathway to improve the autism assessment and support pathways across the authority.
- 2.2 That Scrutiny supports the further investment in preventative approaches and services to meeting the emotional health and wellbeing needs of children, young people and their families/carers.

3.0 Reasons for Recommendations

- 3.1 The recommendations are in line with the Cheshire East Children's Plan and priorities.
- 3.2 There is a strong evidence base that prevention and early intervention can improve outcomes and reduce future costs of more intensive interventions
- 3.3 There is a National drive to deliver more evidenced based models of intervention and build capacity in the 3rd Sector
- 3.4 Long waiting times for assessment of neuro-developmental conditions such as autism are not helpful for children, young people and their families/carers

4.0 Wards Affected

- 4.1 All, although Eastern Wards are most affected by long waiting times for Autism assessment and support.

5.0 Local Ward Members

- 5.1 All

6.0 Policy Implications including – Carbon reduction - Health

- 6.1 There is a risk that CEC and CECPCCT could be challenged under the Disability Discrimination Act regards inconsistency of waiting times across the authority for Autism assessment.
- 6.2 Opportunity to support the 'Community Budgets' agenda through identification and targeting of 'Troubled' families.

7.0 Financial Implications (Authorised by the Director of Finance and Business Services)

Investment will require the utilisation of the 'Early Intervention Grant' based upon a set of recommendations worked up through a business case for investment.

8.0 Legal Implications (Authorised by the Borough Solicitor)

N/A

9.0 Risk Management

- 9.1 Clinical risk is managed through the provider contracts.
- 9.2 Risk to reputation is being managed through Central & Eastern Cheshire primary Care Trust Complaints Team and Children and Families Commissioner.
- 9.3 Financial risk - Local contracts are a block funded contract, only inpatient provision and bespoke care are individually funded. However family breakdown often leads to high cost placements. Cheshire East's new 'Placement Service' and the 'Multi-Systemic Therapy' programme aspire to reduce costs, improve quality and stabilise families.

10.0 Background and Options

Report requested by Scrutiny to update on CAMHS provision

11.0 Access to Information

The background papers relating to this report can be inspected by contacting the report writer:

Name: **Steve Tatham**

Designation: **Commissioning Manager – Integrated Commissioning Unit**

Tel No: **0788 783 5351**

Email: **steve.tatham@cheshireeast.gov.uk**

12.0 Appendices

12.1 The 'Integrated Commissioning Unit' commission the following services from Cheshire & Wirral Partnership Trust (CWP) Child and Adolescent Mental Health Services (CAMHS) and the service has two bases one in Macclesfield and one in Crewe

12.12 Primary Child & Adolescent Mental Health Services (CAMHS) (Tier 2) - for 0-16 year olds provides training, consultation and support to universal and targeted services i.e. school nursing, schools, etc. Whilst also undertaking assessment and therapeutic interventions (small teams some funding from CEC) (a few schools have independently commissioned Primary CAMHS from CWP).

12.13 Specialist Tier 3 - Child & Adolescent Mental Health Services (CAMHS) for 0-16 year olds with complex / higher risk mental health problems i.e. moderate to severe depression, self injury, eating disorders, OCD, etc.

12.14 Learning Disability Child & Adolescent Mental Health Services (CAMHS) - 0-16 young people experiencing mental health difficulties delivers programmes such as 'Portage', 'Signposts' and works on issues such as communication difficulties.

12.2 16-19 Child & Adolescent Mental Health Services (CAMHS) - As for Specialist CAMHS, manages transition to adult services where required

12.3 Autism and ADHD Assessment & Treatment Services in East for 5-16 year olds. (Community Paediatric Services undertake 0-16 work in central)

12.4 Early Intervention into Psychosis Service - first episode 14-35 age group

12.5 Child & Adolescent Mental Health Services (CAMHS) Nurses placed in Youth Offending Services (YOS) provide an assessment and intervention role, also advise YOS team on management of cases.

12.6 Child & Adolescent Mental Health Services (CAMHS) are linked into the Cared for Children Support Team in CEC (commissioned by CEC).

12.7 Social Workers based in Specialist (Tier 3) Child & Adolescent Mental Health Services (CAMHS) Teams in Macclesfield and Crewe.

12.8 North West Specialised Commissioning Team (NWSCT) commission on a Cheshire & Merseyside footprint from providers such as Cheshire & Wirral Partnership Trust; Tier 4 mental health provision described below. However the Integrated Commissioning Unit continue to have a great deal of involvement in individual care packages for local cases due to high levels of risk, need and cost. Services include:

Tier 4 Inpatient Child & Adolescent Mental Health Services (CAMHS)
(including eating disorders service and community services)

Home Based Treatment Service - for complex young people, intensive systemic family based model

- 12.9 Central & Eastern Cheshire Primary Care Trust also commissions bespoke placements for children and young people who need access to low secure and paediatric intensive care units. In addition also where there is a need for a 'forensic' assessment i.e. high level of risk to others from violence and /or sexualised behaviour.
- 2 As of April 2012 the Integrated Commissioning Unit will be going live with a **'Multi-Systemic Therapy Programme (MST)'** in partnership with Cheshire West and Chester Authority. This programme will work with 35 families whose children aged 11-17 are on the edge of care and/or custody to stabilise their families and keep the children at home. This was a successful partnership bid to the DFE for 4 years funding and is part a national programme to implement more evidenced based programmes across authorities and follows the Allen Report and its recommendations regards preventative intervention models.
 - 3 As of April 2012 South and East Clinical Commissioning Groups have now verbally agreed to fund the **'Family Nurse Partnership Programme'**. This intensive programme will target first time teenage parents from 20 weeks gestation for up to 2 years. The programme will aim to work with 100 families each year. This evidenced based programme like MST is a highly prescriptive programme of therapeutically led evidenced based interventions that is backed up by over 30 years of research in the USA. The programme is also part a national programme to increase the numbers of community nurses and deliver more evidenced based programmes across authorities. Cheshire East Council have also agreed to financially contribute to the programme as part of the prevention and early intervention agenda.
 - 4 The local authority also commissions www.kooth.com to provide online counselling and support services. The Service provides access to moderated message board forums, live 1 to 1 chat and private messaging with qualified counsellors. This is being marketed through schools and other mediums.
 - 5 'Visyon' 3rd Sector Counselling Services draw in national funding alongside local fund raising to deliver a range of counselling services, schools also commission this organisation to provide direct access provision for children and young people.

CHESHIRE EAST COUNCIL**REPORT TO: Children and Families Scrutiny Committee**

Date of Meeting: 15 November 2011
Report of: Diane Taylor, Partnerships and Planning Manager
Subject/Title: **Children's Trust and Children and Young People's Plan 2011-2014**

Portfolio Holder : Cllr Hilda Gaddum

1.0 Report Summary

- 1.1 The purpose of this report is ensure that the Children & Family Scrutiny Board are aware of the role, plans and achievements of the Children's Trust to date, and future challenges that the Trust faces.
- 1.2 The Children's Trust would also like to share with the Children & Family Scrutiny Board the new Children and Young People's Plan which has been produced for and in consultation with Children and Young People.

2.0 Decision Requested

- 2.1 The report to be received and noted.

3.0 Reasons for Recommendations

- 3.1 The Government removed the requirement on local authorities to set up children's trust Boards and the requirement on those Boards to prepare and publish a joint Children and Young People's Plan. However Cheshire East Children's Trust recognised the importance of strong partnership working in meeting the needs of all children. The Trust made the decision to continue to work together as an effective partnership and saw this as an opportunity to address the issues that are most important to the Children and Young People in Cheshire East with solutions that are based on local need

4. Wards Affected

- 4.1 All wards will be affected.

5.0 Local Ward Members

- 5.1 Not applicable

**6.0 Policy Implications including - Climate change
- Health**

6.1 The Children's Trust have recognised the links to the development of the Health and Well Being Boards. The Health and Wellbeing Board are intended to act as the 'glue' between NHS bodies, local authorities and other agencies to provide a vision and co-ordinated approach to improving the health and wellbeing of the local population.

7.0 Financial Implications (Director of Finance and Business Services)

7.1 There are no further financial implications.

8.0 Legal Implications (Authorised by the Borough Solicitor)

8.1 None

9.0 Risk Management

9.1 The key risk is around partnership working and that we fail to effectively engage with partners to ensure effective service delivery which will affect users, poor reputation and damage to future engagement opportunities in relation to services provided to children, young people and their families.

10.0 Background and Options

10.1 The report as presented at Appendix A provides the relevant information relating to the developments, priorities and outcomes associated with The Children's Trust and its plans.

11.0 Access to Information

The background papers relating to this report can be inspected by contacting the report writer:

Name: Diane Taylor
Designation: Partnerships & Planning Manager
Tel No: 01606271796
Email: diane.taylor@cheshireeast.gov.uk

Cheshire East Children's Trust

1. Purpose

Cheshire East Children's Trust brings all partners with a role in improving outcomes for children together to agree plans and prioritise their services to improve children's well-being and to ensure services work closely together - particularly on issues where partnership working is essential to make progress.

2. Who are the key players?

The Children's Trust Board is made up of senior officers from across children's services including the Local Authority, Police, Health Services, Schools, Colleges and The Voluntary, Community and Faith Sector. Everyone that has a stake or interest in outcomes for children has a voice and can participate in the planning and review process, this includes parents, children and other agencies that do not sit on the main Board. The Board is Chaired currently by the Strategic Director Children, Families and Adults.

3. Planning ahead

The Trust produces a joint 3 year plan known as the Children and Young People's Plan -CYPP, which is updated every year. Our plan for 2011 to 2014 has been written for children and young people. It sets out our plans to improve in three key priority areas and includes essential contact details for relevant services.

3.1 How did we know what we needed to do?

We held an event in November 2010 and used the views of children and young people and other information to present a needs analysis. Children and Young People presented this information to professionals from all agencies to help them decide our priorities.

We have produced a compact and easy to read leaflet, for children, young people and their families outlining the Trust's priorities for The Cheshire East Children and Young People's Trust's priorities are:

1. **Early Help and Intervention** (Supporting the child and families early)
2. **Emotional Health & Wellbeing** (Helping children and young people feel good about themselves and others)
3. **Safeguarding** (Ensuring children and young people feel and are kept safe)

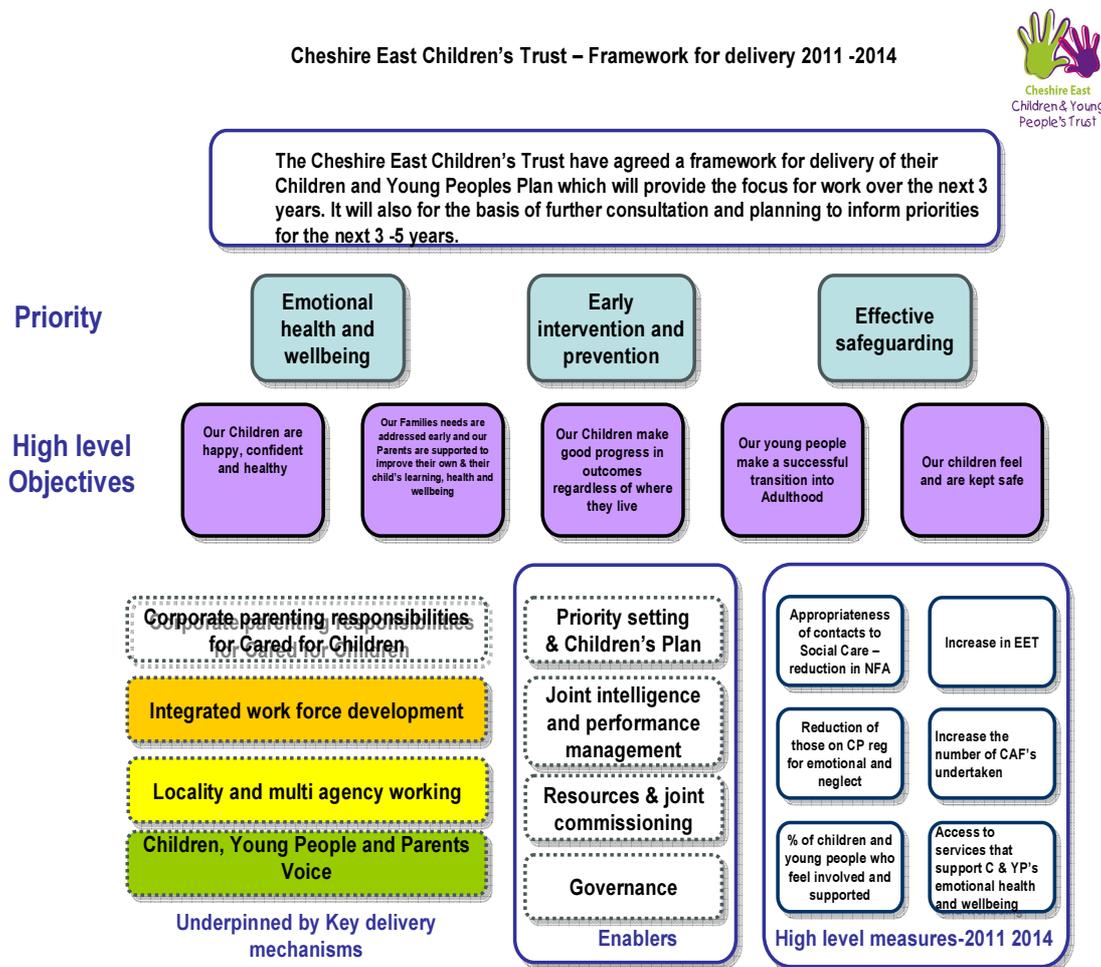
3.2 Outcomes expected

- Improved awareness, access and availability of services
- Support offered at the right time, place and to the right children, young people and families

- Feeling involved and supported
- Have confidence that they are being supported by well trained and knowledgeable professionals

“Whether children and young people have concerns are about childcare, education, health or even domestic violence – the Cheshire East Children and Young People’s Trust is there to work together to make sure Children and Young People are healthy, feel safe, can achieve their potential and are able to feel part of where they live”.

4. How will we deliver our priorities?



4.1 Managing our performance

Performance planning is important for the Trust to ensure we can achieve what we set out to against our 3 priorities. We have developed a framework shown above which includes high level objectives and measures which we will need to monitor as a partnership, to ensure that our day-to-day actions, milestones and workforce requirements are relevant to achieve our targets.

To ensure delivery of our priorities, we have produced a more in depth action plan which will be delivered through a sub group of the Children's Trust – The Children and Young People's Plan Delivery Group (CYPP). To make the process of developing objectives and measures easier we have used the council's template for service planning.

4.2 Workforce Development

A key driver and enabler for the Children's Trust is to ensure we have the right people in the right place skilled to deliver the right services. The Integrated Workforce Strategy Group acts through the Children's Trust to implement the 2020 Children and Young People's Workforce Strategy.

Workforce development is an integral part of our plans. Its aim is to bring together the data on our workforce and combine this with the information we have about the current and future demands on your service. This will identify whether the workforce we have at present can meet the future demands being made on our services. If as is likely to be the case, there are some gaps that need addressing, the final part of the plan is an action plan which sets out over the next three years what we need to do to ensure that we have a workforce which is fit for the future.

Amongst other things the workforce plans should identify the key learning and development priorities for partners from which a learning and development plan can then be developed. This part of the performance plan will be undertaken by the Integrated Workforce Development Team.

4.3 Monitoring our effectiveness

Working in partnership, it is important that we understand how each agency contributes to achieving our priorities. We will:

- Agree responsibility for actions and milestones under each Service Objective
- Report back on performance/progress plan on a quarterly basis
- Challenge others contribution and celebrate achievements
- Identify gaps in service delivery
- Identify new and get rid of old and unnecessary measures and targets for effective delivery of your service
- Identify reasons for poor or inadequate performance
- Understand contribution of own agency in achieving each objective

5. Achievements to date

Over the last twelve months, the Children's Trust have worked together to:

- Develop a website which is accessible and includes links to all partners – ChildrensTrust@cheshireeast.gov.uk
- See a fall in teenage pregnancy, brought about by increased partnership approach and improved data sharing

- Integrate our approach to risk taking behaviour resulting in a 58% reduction in first time entrants to criminal justice system
- Developed a Joint commissioning strategy, enabling more effective understanding of need, joining up resources and improved efficiency.
- Established a data sharing protocol between the Council and the Primary Care Trust, which has already seen the sharing of live birth data, enabling our Children's Centres to target their services more effectively.
- Developed our Family Information Service resource directory where we have can search for the right information to suit families needs
- Provided multi agency levels of need training to around 300 professionals increasing knowledge and awareness of safeguarding and appropriate access to services for our most vulnerable children, young people and their families.
- Increased the number of agencies using a Common Assessment framework - CAF.
- Developed an integrated programme of participation and engagement for children and young people
- Produced a Children and Young Peoples Plan in consultation with and for our Children and Young People.

6. Future Challenges

- Changes to NHS and Local Authority structures and accountabilities
- Financial constraints – to health, social care and the local authority
- Growing demand on services and systems – more children coming into care, unhealthy lifestyles, new technology, a move to local delivery and enhanced choice and expectations.
- Changes to the inspection of children's services
- Maintaining relationships and gaining efficiencies whilst retaining quality of provision

Diane Taylor
October 2011

CHESHIRE EAST COUNCIL**REPORT TO: Children and Families Scrutiny Committee**

Date of Meeting: 15th November 2011
Report of: Mark Bayley & Anne Gadsden
Subject/Title: **Addressing School Underperformance : Local Authority interventions including the 'Improving Outcomes Programme' (IOP)**

Portfolio Holder : Cllr Hilda Gaddum

1.0 Report Summary

- 1.1 It is a statutory requirement of the Local Authority to monitor the quality of educational provision for all learners and, where necessary, initiate its powers of intervention where there is clear evidence of underperformance over a sustained period.
- 1.2 At a strategic level, the Local Authority has had to recently satisfy the Department for Education (DfE) School Improvement Division that it has both the capacity and ability to tackle underperformance in schools through intensive monitoring regimes and, where necessary, structural solutions. The DfE have recognised the high quality programmes put in place for identified schools and Cheshire East currently has no schools within the national programme which require external interventions and 'enforced' conversion to an Academy.
- 1.3 Section 72 of the Education and Inspections Act 2006 places a statutory duty on all Local Authorities to have in place a 'Schools Causing Concern' policy and to have regard to any additional guidance given from time to time by the Secretary of State relating to school underperformance. Within Cheshire East, this policy is known as the 'Improving Outcomes Programme' (IOP). Identified Schools are brought into this programme through a structured process and follow a robust monitoring system to ensure that identifiable improvements are made within realistic timescales. (See Appendix A)
- 1.4 The Local Authority has established a Monitoring & Intervention Team as part of Children & Family Services whose principal purpose is to track the progress of schools to ensure, where resources allow, that high quality provision is provided to all learners. The main focus of this team will be schools within the IOP programme.
- 1.5 The purpose of this report is to update the Scrutiny Committee with the systems in place to monitor underperforming schools and in particular, outline the process and impact of the Improving Outcomes Programme. Appendix B provides an example of the monitoring process as used within an identified IOP school last year. Appendix C refers to the schools currently within the IOP programme and the impact to date.

2.0 Decision Requested

- 2.1 That the report and evidence provided in various appendices be received and noted.

3.0 Reasons for Recommendations

- 3.1 The reason for presenting this information is to report on the impact and progress of the IOP programme as the key process by which underperformance in schools is addressed.

4.0 Wards Affected

- 4.1 All wards will be affected.

5.0 Local Ward Members

- 5.1 Not applicable

6.0 Policy Implications including - Climate change - Health

- 6.1 The IOP programme has had to be recently updated in line with changes to the national Schools Causing Concern process and the expectations of the DfE School Improvement Division. Further potential changes will be needed if, as expected, structured monitoring arrangements are put in place relating to Academies.

7.0 Financial Implications (Director of Finance and Business Services)

- 7.1 Performance data has been used to shape the Children & Family service and identify schools in need:

- where the Leadership & Management within schools is judged as not having the capacity to improve,
- where there is poor progress,
- where teaching & learning is less than satisfactory,
- where there is poor attendance.

If schools meet some or all of the above criteria then these schools are brought into the IOP programme. The financial implication for the LA is dependent on the specific needs of the school. The Monitoring & Intervention (M&I) team have an overall commissioning budget of £250,000 to support those schools currently within the IOP programme and the 40+ schools that are identified as Targeted (requiring additional support). The M&I team also monitor the progress of the groups of vulnerable children within these schools.

8.0 Legal Implications (Authorised by the Borough Solicitor)

- 8.1 Applies in exceptional circumstances where there is a need to remove underperforming teachers/staff within schools including leadership. In addition, the recent example of the establishment of an Interim Executive Board at one of our primary schools has required specific legal involvement.

9.0 Risk Management

- 9.1 The key risk relates to the accuracy of reporting and recommendations to ensure that specific interventions are based upon robust processes. Structures are in place to quality assure the accuracy of reported data and it is essential that, where required, national frameworks are accurately adhered to in ensuring that the right outcomes are achieved for the benefit of learners.

10.0 Background and Options

- 10.1 Cheshire East has developed a robust process for monitoring and intervening in schools where performance is a concern. This process attempts to ensure that the Local Authority meets its statutory responsibilities and the needs of all of its children and young people. The recent reduction in school improvement funding to Local Authorities has resulted in a major review of school improvement functions which has seen the retention of a small monitoring and intervention team with a commissioning budget to secure intervention strategies where required.
- 10.2 The Monitoring & Intervention Team (M&I) has the responsibility for reviewing the performance of schools on a range of issues and use national benchmarks as well as localised categorisation in order to agree a judgement for the outcomes for pupils. If a school has been inspected during the previous school year the LA will be strongly influenced by this judgement in deciding upon the level of intervention required.
- 10.3 All schools across the Authority are categorised according to our Levels of Support and Intervention (LOSI). This three phase model allows a range of judgements to be used using hard as well as soft data to establish appropriate levels of intervention according to whether a school is categorised as UNIVERSAL, TARGETED or INTENSIVE. In response to this, the Local Authority (LA) monitors the progress schools are making in an effort to intervene before a school is identified as a school causing concern. To this end, the Monitoring & Intervention Team use data held by the LA: OfSTED reports, recent School Improvement Partner records of visits and end of Foundation Stage and Key Stage data to arrive at a judgement which determines which Level of Support & Intervention the school is given.
- 10.4 Appendix A shows the key documentation associated with the IOP programme and the process by which schools are brought into this programme and exit when there is significant evidence of impact and improvements. Over the last 18 months, there is clear evidence of the impact of the IOP programme in tackling underperformance. Some of the successes during this period include :

a. Audlem Primary School

The establishment of an Interim Executive Board (IEB) to replace the existing Governing Body which was not providing the necessary challenge to school leaders in terms of the quality of provision for learners. This is an example of where the Authority has initiated its statutory powers to intervene through the issuing of a formal warning notice and subsequent application to the Secretary of State for an IEB.

b. Haslington Primary School

The establishment of a robust monitoring framework (as shown in Appendix B) ensured that there was clearly identifiable evidence of progress following the school being placed in an Ofsted category of 'Special Measures'. This school was removed from this Ofsted category in the shortest time period (3 termly Ofsted monitoring visits) and was one of the few schools nationally to move from the lowest category to one of 'Good' overall.

c. Macclesfield High School (now Academy)

The appointment of the previous interim leadership team was secured through IOP funding and this new leadership team was responsible for the significant rise in pupil attainment from 30.7% 5+A*-C including English & Maths in 2009 to 41.5% in 2010. The focus on school standards and effective monitoring of performance was of significant importance during the turbulent period of conversion to an Academy.

d. Oakefield Primary School

The identified actions include the 'removal' of the Headteacher and the establishment of an Executive Headteacher through the National Leader in Education programme (NLE). See Appendix C for ongoing work within the school.

10.5 Appendix B shows an example of the detailed monitoring framework which has been adopted in many IOP schools. This process has to be supported by Ofsted if the school is placed in an Ofsted category and will be customised for each school to ensure that there is one single plan which addresses areas of underperformance. The important issue to stress here is that the monitoring by the Authority should be to validate and quality assure the ongoing work of the leadership team and Governors to raise performance. It is not the task of the Authority to initiate the required actions unless the situation has significantly deteriorated.

10.6 Appendix C shows those schools currently identified within the IOP programme, the factors for their inclusion as well as the range of interventions and monitoring which have been identified. Authority Officers are happy to return to Scrutiny at a future meeting to provide a more detailed analysis of impact of current IOP schools.

11.0 Access to Information

The background papers relating to this report can be inspected by contacting the report writer:

Name: Mark Bayley & Anne Gadsden
Designation: QA Principal Manager and M&I Manager
Tel No: 01625 374764
Email: anne.gadsden@cheshireeast.gov.uk

APPENDIX A

Strategy for Change
Raising Achievement

**Improving Outcomes Programme
Protocol
And Schools Causing Concern Policy**



Protocol Content	Page
1) Parties	2
2) Aims and Scope of the Protocol	2
3) Relevant Documents	2
4) Roles and Responsibilities	3
5) Protocol Details 5.1 Programme purpose 5.2 Two tier programme 5.3 Process 5.4 Funding	3
6) Equality Impact Assessment	6
7) Monitoring and Evaluation	6
8) Arrangements for reviewing the Protocol	6
9) Appendix 1 Levels of Support & Intervention	7

Protocol Content

1. Parties

The protocol is for the use of:

- The Quality Assurance Team
- Senior Managers in the Children & Families Service
- Human Resources Team
- Finance Team
- Schools
- Governing Bodies
- Dioceses

2. Aims and Scope of the Protocol

2.1 Local Authorities (LA) have a statutory requirement to have a Schools Causing Concern (SCC) policy and programme. The DfE guidance states how the LA uses its statutory functions to support, challenge and intervene in schools where significant concerns are identified. This protocol makes clear the Local Authority's policy and practice for schools identified as requiring Intensive Support.

2.2 Cheshire East's Children and Families Service vision is to establish an intervention programme which can be applied across a range of services and settings and which contributes to a quality assurance framework which monitors the wider outcomes for all children and young people

2.3 The protocol applies to schools and settings. It meets the national statutory SCC guidance for LAs Section 72 of the Education & Inspections Act 2006 (updated 27.07 .2011)

2.4 The decision to include a school or setting in this programme will be determined by the categorisation process which identifies the level of support and intervention (LOSI) for each school or setting. The process will use school's self evaluation judgements, school performance data and OfSTED outcomes. There are three LOSI – Universal, Targeted and Intensive and judgements are based on criteria which are open and transparent. (Appendix 1)

3. Relevant Documents

- LA SCC policy
- DfE Schools Causing Concern-guidance for local authorities – updated 27th July 2011
- LA levels of support and intervention criteria for schools and settings
- Exit Strategy

4. Roles and Responsibilities

- 4.1 The Quality Assurance Manager is responsible for the overall management of the programme, works with the Monitoring and Intervention (M&I) Team to determine entry to the programme through the use of the Level of Support and Intervention criteria
- 4.2 The Monitoring and Intervention Manager is responsible for the day to day management of the programme, including the deployment of resources and funding
The Monitoring & Interventions Manager will report key decisions to the Quality Assurance Manager
- 4.3 The Monitoring and Intervention Manager will identify a key member of the M&I team to co-ordinate the support and intervention programme with the school and other LA colleagues
- 4.4 The Monitoring and Intervention Manager liaises with other service teams for example, Governance, Human Resources and Finance if specialist support is required
- 4.5 The school is responsible for working with the Monitoring Intervention Manager to ensure the Strategic School Development Plan (SSDP) or Raising Achievement Plan (RAP) is robust and addresses the issues or revising existing plans if appropriate
- 4.6 The school is responsible for putting in place a School Management Group which is made up of Head teacher, Senior Leadership Team members, a Governor, leads for English & Maths and other relevant leaders in school e.g. the Special Needs Coordinator
- 4.7 The Governing Body exercises their role as critical friend and holds the school to account for evidence of improvement
- 4.8 Where appropriate the Diocese is responsible for working with the Monitoring and Intervention Manager to secure an improvement

5. Protocol Details

- 5.1 The protocol complies with existing legislation. If the legislation changes as a result of government policy the LA will revise the protocol to reflect any changes to the LA's statutory responsibilities

5.2 The 'Improving Outcomes Programme' is a two tier programme. Schools will fall into one of two tiers as a result of:

- 'Standards of performance of pupils at the school are unacceptably low and are likely to remain so
- Serious breakdown in the way the school is managed or governed which is prejudicing the standards of performance.
- The safety of pupils or staff at the school is threatened'

Schools identified as requiring targeted support and intervention and increased monitoring arrangements

This group of schools will receive targeted levels of support from a variety of identified providers which will be tailored to the needs of the school. The school, within an agreed time period, will be expected to evidence an improvement in outcomes. If this is the case the school will be removed from the programme. The Monitoring & Interventions Team, supported by SIPs, will continue to monitor the school to ensure that rates of improvement are sustained

Schools which are identified as being of significant concern and requiring Intensive Support or those who have not made sufficient progress in the first tier

This group of schools will participate in a more tightly structured and formalised Improving Outcomes Programme. This programme will address the outcomes of the school's own self evaluation process and or an external review of school provision. The school will receive additional support and intervention from a range of appropriate providers. Sufficient resources and support should be given to schools in the first tier to avoid them moving into the second tier. However, where it is evident that a school cannot be supported to improve quickly through its own efforts and through the use of appropriate support, Cheshire East will use its intervention powers. These are a last resort and will only be used in circumstances as defined in part 4 of the Education and Inspections Act 2006. The powers are:

- A formal warning notice to the Governing Body
- The appointment of additional governors
- The suspension of the delegated budget
- Proposing to the Secretary of State the appointment of an Interim Executive Board (IEB) to replace the Governing Body
- The requirement for schools to collaborate with another school or FE college or to federate (see section 63 of the Education and Inspections Act 2006)

5.3 Process

- Schools requiring Intensive Support will be identified through the categorisation process (see appendix 1) and agreed by the Children & Families Senior Management Team (SMT)
- The school must have an accurate baseline assessment on which to base the improvement plan and timescale for improvement. Assessment could be based on a very recent Ofsted inspection or an externally commissioned review. The assessment will enable the school, and the LA, to establish an agreed list of strengths and areas which require further improvement
- The school's Senior Leadership Team must inform Governors and staff that the school has entered the programme. There must be transparency about the programme's requirements so that all stakeholders are fully aware of the programme and its expectations. Communication with parents, and the wider community must also be considered and agreed with Governors and the LA
- All relevant teams within the Children & Families Service will be informed of the schools in the programme and have an agreed understanding of their role in the school to support improvement. This will include sharing agreed improvement plans to ensure clarity and purpose of work undertaken and the timescales the school and LA are working to effect an improvement
- Entry into the programme will not necessarily require the creation of a separate improvement plan. This will depend on the existence of a robust and effective Strategic School Development Plan (SSDP) or Raising Achievement Plan (RAP). A rigorous self evaluation process will be established to enable the school to track progress and improvement. The LA's role is to quality assure the improvement process. The aim of the programme is to encourage school led improvement; it is not intended to develop a dependency on the M&I Team to lead the improvement process. If progress is inappropriate or ineffective the LA will exercise the power of intervention which will result in issuing a warning notice
- Entry into the programme will require the school to establish a management group which will meet monthly to review progress. The management group will meet prior to IOP meetings and will be expected to provide a report on progress. The progress report should not be solely the Head teacher's perceptions of improvement but it should reflect the school's assessment of progress supported by measurable evidence of improvement including where relevant a summary of partnership working
- The LA reserves the right to set up a professionals' meeting following an IOP meeting so that the relevant service teams are consulted in order to revise support and agree actions and next steps. This meeting will also allow the LA to collect or share relevant data or information which may have been requested at the IOP meeting.
- Some schools will come into the programme for short lengths of time where there are very specific issues to address. However, after three terms if there

is substantial evidence that insufficient progress has been made, the LA may issue a formal warning notice; this must be approved by the Children & Families SMT

- When a school is judged ready to leave the programme an exit strategy will be agreed with the school (appendix 2). The exit strategy will be formally agreed by the Children & Families' SMT and the school will continue to receive termly monitoring for at least two terms. This will be carried out by the SIP or M&I Manager

5.4 Funding

- A specific budget for the IOP programme will be agreed with the school. This will require careful management and the school will be expected to target funds to the most appropriate and effective areas which will directly improve outcomes for children and young people
- Funding for specific areas of support should be agreed between the school and the LA. Schools will also be expected to access funding available from their own budgets to effect improvement
- IOP funding will be used to support the implementation of actions in the SSDP or RAP which will be agreed at IOP meetings

6. Equality Impact Assessment

- 6.1 A screening for Equality Impact Assessment was completed - 10th August 2011. The screening indicated that there was no negative impact on the different groups protected from discrimination by the Equality Act. (Appendix 3)

7. Monitoring and Evaluation

- 7.1 Ongoing monitoring will be undertaken on a monthly basis by the school management group. This group needs to carry out a strategic role and must be outcome focused. The LA Monitoring & Interventions Manager or Officer may attend this group as part of the QA process
- 7.2 The SIP must agree with the progress and school's self evaluation judgements. Where possible the SIP should link school visits with when the management group meeting takes place. Evidence from the meetings should be recorded and reported in the SIP Record of Visit
- 7.3 IOP meetings will take place every two months to review progress against the key outcomes in the action plan. Revised actions and targets should be

agreed as required. Wherever possible, all meetings should take place at the school. The publication of dates of formal meetings will be circulated as early as possible so that all staff can ensure their attendance. Agendas will be sent out at least a week in advance and minutes circulated within one week of the meeting taking place. Meetings should be seen as high priority and attendance is essential from all relevant parties. Substitutions should be provided in exceptional circumstances. A core group of LA officers will attend the majority of meetings including personnel/HR and finance officers

- 7.4 The involvement of external agencies should be agreed as required. These may include the Diocese, Integrated Delivery Managers, Police etc.
- 7.5 A requirement of the IOP programme is that schools report the outcomes of meetings to the full governing body. Feedback will then be reported at the IOP meeting
- 7.6 Quarterly reporting of the progress of IOP schools to the LA SMT will be provided by the QA Manager

8. Arrangements for Reviewing the Policy

The policy will be reviewed on an annual basis by the M&I Team in consultation with Cheshire East Head teachers, School Improvements Partners and LA Officers

Created by: Mark Bayley & Anne Gadsden
Contact: mark.bayley@cheshireeast.gov.uk; anne.gadsden@cheshireeast.gov.uk
Version: 2
Consultees: Cheshire East Association of Primary Headteachers (CEAPH), Cheshire East Association of Secondary Headteachers (CEASH), Cheshire East Association of Special School Headteachers (CEASSH), Cheshire East Association of Governing Bodies (CEAGB) and the Dioceses
Status: Reviewed
Date: Date approved

Stored at: Internet/int

This page is intentionally left blank

APPENDIX B

LA Support for the School's Raising Achievement Plan encompassing the Post OfSTED Action

Changes following Review Meeting on 7.9.10 to be shown in blue.

Date of Second Review Meeting : 7th September 2010

OfSTED area for improvement

- Raise attainment by ensuring that
 - Students make at least their expected progress in all subjects

Students who started Y7 below L4 make good progress in improving their basic skills and levels of achievement at GCSE

Strategic School Action specifically supported by LA	LA support (person responsible)	Milestone 2 (by September 30 th 2010)	RAG RATING	PROGRESS TO DATE & SUMMARY OF LA MONITORING
1. Identify all students within KS4 cohort with the potential to achieve target 5A*-C grades inc English & Maths	Mike Harris : Lead National Strategy Consultant.	1.1 Detailed analysis of summer KS4 results provides clear actions for individual curriculum areas which are built into Dept planning.		<ul style="list-style-type: none"> • Headteacher and Deputy meetings with each HOF/HOD to analyse faculty results and target action plans • Departmental planning shared by HOF/HOD with SLT colleague • Evidence of shared planning in departmental agendas.
	Supported by specialist Consultants – Maths and English.	1.2 An updated RAP plan is produced to target the needs of the new Year 11.		<ul style="list-style-type: none"> • Updated plan reviewed by SLT on 24th August 2010 • Updated plan produced and shared with all staff on 1st September 2010
	<u>LA Monitoring Team Members :</u> Lesley Oldfield Monitoring & Intervention Manager	1.3 Agreed use of new NC funding and LA funding to meet Ofsted targets		<ul style="list-style-type: none"> • Appointment of new Behaviour Support Manager, July 2010 • Full time Attendance Officer fro September 2010 • Full time Family Co-ordinator from September 2010 • Extra Maths and Science staff from September 2010 • Additional behaviour TAs from September 2010 • New Behaviour Support rooms from September 2010

Page 31

Strategic School Action specifically supported by LA	LA support (person responsible)	Milestone 2 (by September 30 th 2010)	RAG RATING	PROGRESS TO DATE & SUMMARY OF LA MONITORING
	Mark Bayley Quality Assurance Manager	1.4 Governors receive detailed analysis of results and are briefed on new targets and progress within Year 11.		<ul style="list-style-type: none"> Examinations analysis presented to Committee A Examinations analysis presented to full governors RAP & LA update presented to full governors Chair of Gobs attendance at RMG meetings
2. Design a consistent approach to tracking performance and interventions across Maths, English and all faculties including whole schools approach to APP in the core subjects	To be appointed: Monitoring & Interventions Officer – Vulnerable learners lead	1.5 All dates are set for the new year for the RMG		<ul style="list-style-type: none"> 7th September RMG meeting 8/9th November two day OfSTED style review scheduled December RMG meeting? March RMG meeting?
3. All faculties to use data to assess student performance within and across departments, showing progress every 4 weeks. Departmental policies adjusted to reflect this.	Mike Cooper National Challenge Adviser	2.1 All tracking points for the new year are agreed and all staff are fully aware of their expectations.		<ul style="list-style-type: none"> LA Plan broken down in milestones – used for specific tracking purposes. Dates and expectations shared with staff on 1st September J Fleming (supported by H Wilson) to lead tracking through liaison with middle leaders with specific focus on APP for all faculties A Dutoy to organise focused learning walks S Whitehurst to organise 'white group' for below level 4
		3.1 New Mentoring arrangements are in place for new Year 11.		<ul style="list-style-type: none"> Mentors allocated to students in 'white group' in July 2010
		3.2 KS3 and 4 1:1 Tuition programmes are planned and agreed with targeted pupils.		<ul style="list-style-type: none"> S Whitehurst to ensure 1:1 programmes delivered to identified KS3 and KS4 students Programme delivered by MHS staff and external agencies used to fill gaps
4. Introduce departmental review week each half term to evaluate progress, including, assessment progress checks, work scrutiny, interviews with students,		4.1 SMT agree dates for the dept. reviews to be undertaken.		Departmental review dates built into school calendar: <ul style="list-style-type: none"> 20th – 24th September 8th – 12th November 1st – 4th March 16th – 20th May
		4.2 Dates of focused review agreed and specific areas of focus confirmed		<ul style="list-style-type: none"> Learning walks to continue to focus on identified A to D criteria inc. marking, questioning and target setting with students Interviews with students to be part of all departmental reviews
5. Establish Inclusion Team to provide alternative programmes for students struggling with mainstream classes		5.1		<ul style="list-style-type: none"> Inclusion areas re-identified to incorporate Learning Support and Behaviour Support strategically managed by S Whitehurst New Behaviour Support Manager appointed and TA support New Behaviour Support facility in place from September 2010 Personalised programmes devised for identified students

Strategic School Action specifically supported by LA	LA support (person responsible)	Milestone 2 (by September 30 th 2010)	RAG RATING	PROGRESS TO DATE & SUMMARY OF LA MONITORING
6. Learning needs for each student who started Year 7 below Level 4 to be identified and addressed		6.1 Year 7 pupils moving to Year 8 have revised learning pathways agreed.		<ul style="list-style-type: none"> All KS3 classes set from September 2010 Basic Skills classes introduced to Y7, Y8 & Y9 from September 2010 Personalised programmes devised for below level 4 students
Benchmark Milestones		The school achieved its agreed target of 41% in terms of 5A*-C incl E&M		<ul style="list-style-type: none"> 42% of students achieved 5A*-C inc. E & M
		90%+ of targeted pupils achieved target grade		<ul style="list-style-type: none"> 40% of students in 'white group' achieved target grade
		At least 50% reduction in the number of Year 7 pupil starting Year 8 below level 4.		<ul style="list-style-type: none"> ?? students began Y8 below level 4 compared with ?? at the beginning of Y7 Y7 students showed ?? levels of progress during 2009/10
		1:1 Tuition programmes – the school knows the number of places and has matched pupil needs to places.		<ul style="list-style-type: none"> Funding has been received for ?? places ?? students have received 1:1 tuition at KS3 ?? students have received 1:1 tuition at KS4
		70% of lessons observed are good or better.		<ul style="list-style-type: none"> Sixth form TALO observations show improved performance: 86% O or G and no inadequate Departmental TALOs and learning walks (and therefore ungraded) have been undertaken. All teaching staff have undertaken a peer observation during gain time in June/July 2010 63% of lessons were good or better exceeding the OfSTED summer target. Any identified as unsatisfactory were revisited.
		No inadequate lessons observed		<ul style="list-style-type: none"> 5 inadequate lessons were initially observed. All 5 staff delivered satisfactory or good lessons when revisited.
Monitoring	Monitoring Group to be established including the Head teacher, QA Manager, M&I Manager, E&E Managers, NCA and Governor	Monitoring Group meeting (half termly) to review progress of RAP plan to met agreed milestones above <u>Date: 7th September</u>		
Evaluation	Focused reviews involving LA officers, external commissioned services and the school	Focused two day review involving external commissioned services <u>Date: November 2010</u>		

APPENDIX C Improving Outcomes Programme 2011-2012

Progress Report to Scrutiny Committee : November 2011

Local Authorities (LA) have a statutory requirement to have a Schools Causing Concern (SCC) policy and programme. The DfE guidance states how the LA uses its statutory functions to support, challenge and intervene in schools where significant concerns are identified. This protocol makes clear the Local Authority's policy and practice for schools identified as requiring Intensive Support.

Cheshire East's Children and Families Service vision is to establish an intervention programme which can be applied across a range of services and settings and which contributes to a quality assurance framework which monitors the wider outcomes for all children and young people

The protocol applies to schools and settings. It meets the national statutory SCC guidance for LAs Section 72 of the Education & Inspections Act 2006. (updated 27.07 .2011)

The decision to include a school or setting in this programme is determined by the categorisation process which identifies the Level of Support and Intervention (LOSI) for each school or setting. The process will use school's self evaluation judgements, school performance data and OfSTED outcomes. There are three LOSI – Universal, Targeted and Intensive and judgements are based on criteria which are open and transparent.

This report details the schools being supported by the LA through the Improving Outcomes Programme.

School	Concern	OfSTED	Attendance	Intervention	Monitoring visit
Audlem St James Primary Catherine Nolan-Burnitt	Leadership & Management Standards and rates of pupil progress	Satisfactory x2	Universal 95.4%	Interim Executive Board IOP Programme inc Early Years T&L review & book scrutiny	14/11/2011
Impact HT is better able to articulate the needs of the school; the HT has put in place a more robust monitoring system; HT commissioned a private T&L review which conflicted with the T&L review commissioned by the LA – wanted to boost the teachers' well-being; HT amending the observation sheet to include impact of CPD; T&L review and book scrutiny planned for 10 th Nov to assess impact since July; July review judged to be inadequate progress					
Dean Valley Primary Jenny Thorpe	Notice to Improve – Safe Guarding	Notice to Improve	Universal 96.7%	IOP programme T&L review & book scrutiny	03/11/2011

Impact LA has written the Action Plan - presently with OfSTED; Safeguarding review completed; SG action plan drawn up all will be addressed by December 2011. LA supporting HT with the SSDP – milestones and impact measures now included; LA has deployed ex LA officer to the GB; T&L review and book scrutiny commissioned by the LA					
Manor Park Primary Sarah Greensides	English & Maths Level 4+ 39% (below floor target 60%)	Good	Targeted 94.3%	Total Child	18/11/2011
Impact Met with GB to discuss support being offered by LA 'Total Child'; this supports the schools to determine the barriers to learning and to compile the evidence ; and use data sets to deliver highly targeted intervention strategies; LA supports OfSTED's judgement of good; good T&L; very good EY environment					
Marlfields Primary Sandie Isherwood	English & Maths Level 4+58% (below floor target 60%)	Good	Intensive 93.5%	Total Child EWO fortnightly	18/11/2011
Impact Met with GB to discuss support being offered by LA 'Total Child'; this supports the schools to determine the barriers to learning and to compile the evidence ; and use data sets to deliver highly targeted intervention strategies; supports OfSTED's judgement of good;					
Oakefield Primary Chris Brislen Exec HT	Special Measures L&M English & Maths Level 4+58% (below floor target 60%)	Special Measures	Intensive 93.8%	Executive Headteacher IOP programme inc Early Years T&L review & book scrutiny EWO fortnightly	
Impact Exec HT had significant impact on the T&L, headhunted very good teachers into the school; children know and are meeting their targets; behaviour improving; some concerns re children with significant challenging behaviours and the punitive approach – Exclusion Officer and M&I manager visiting the school; environment improving; possible 3 classroom extension – Exec HT would be able to cope with such a build					
Sir William Stanier High Wayne Trafford	33pp 5+A*-C rates : downward trend	Satisfactory	Intensive 92.8%	Total Child IOP programme EWO fortnightly	16/11/2011 18/11/2011
Impact New HT able to articulate very clear strategy for school improvement; Met with SLT to discuss support being offered by LA 'Total Child'; this supports the schools to determine the barriers to learning and to compile the evidence and use data sets to deliver highly targeted intervention strategies; Consultant support 3 visits per year; SIP 3 visits per year					
St Benedict's Catholic Primary John Gretton Acting HT	Leadership & Management	Good	Intensive 94%	IOP programme inc Early Years T&L review & book scrutiny EWO fortnightly	04/11/11

Impact New HT appointed will take up post Easter 2012; HT experienced and articulated clear improvement strategies; recent OfSTED judged school as good LA disagree with this judgement; LA supporting SLT meeting with new HT and SLT					
The Wyche Primary	Leadership & Management	Satisfactory	Targeted 94.2%	IOP programme inc EY Book scrutiny	09/11/2011 05/12/2011
Heather Sherwood					
Impact School came late into the programme as a request from the HT and concerns raised by SIP; Significant weaknesses of SLT at all levels; most competent driver is temporary appointment; LA supporting with Strategic Action Plan					
Underwood West Primary	Leadership & Management	Satisfactory	Intensive 93%	IOP programme inc Early Years T&L review & book scrutiny	14/12/2011
Jane Tomlinson					
Impact School been in the programme for 3 years concerns re HT's capacity to improve; significant impact made last year – systems and processes needed embedding; HT has not sustained the rigour that is required; Total Communities programme, T&L review 7/8 th December					
The PRU	New school	N/A	No data available		TBA
Tony Armstrong					
Impact Managers now in place; SIP 6 visits per year; HT made 2 x TA appointments; HT appointed 1 x SLT; HT secure in T&L all appointments supported by the LA					

Glossary

T&L – Teaching & Learning

CPD – Continuous Professional Development

SSDP- Strategic School development Plan

GB – Governing Body

M&I – Monitoring & Intervention Manager

HT – Head Teacher

SLT – Senior Leadership Team

Anne Gadsden : Monitoring & Intervention Manager

This page is intentionally left blank



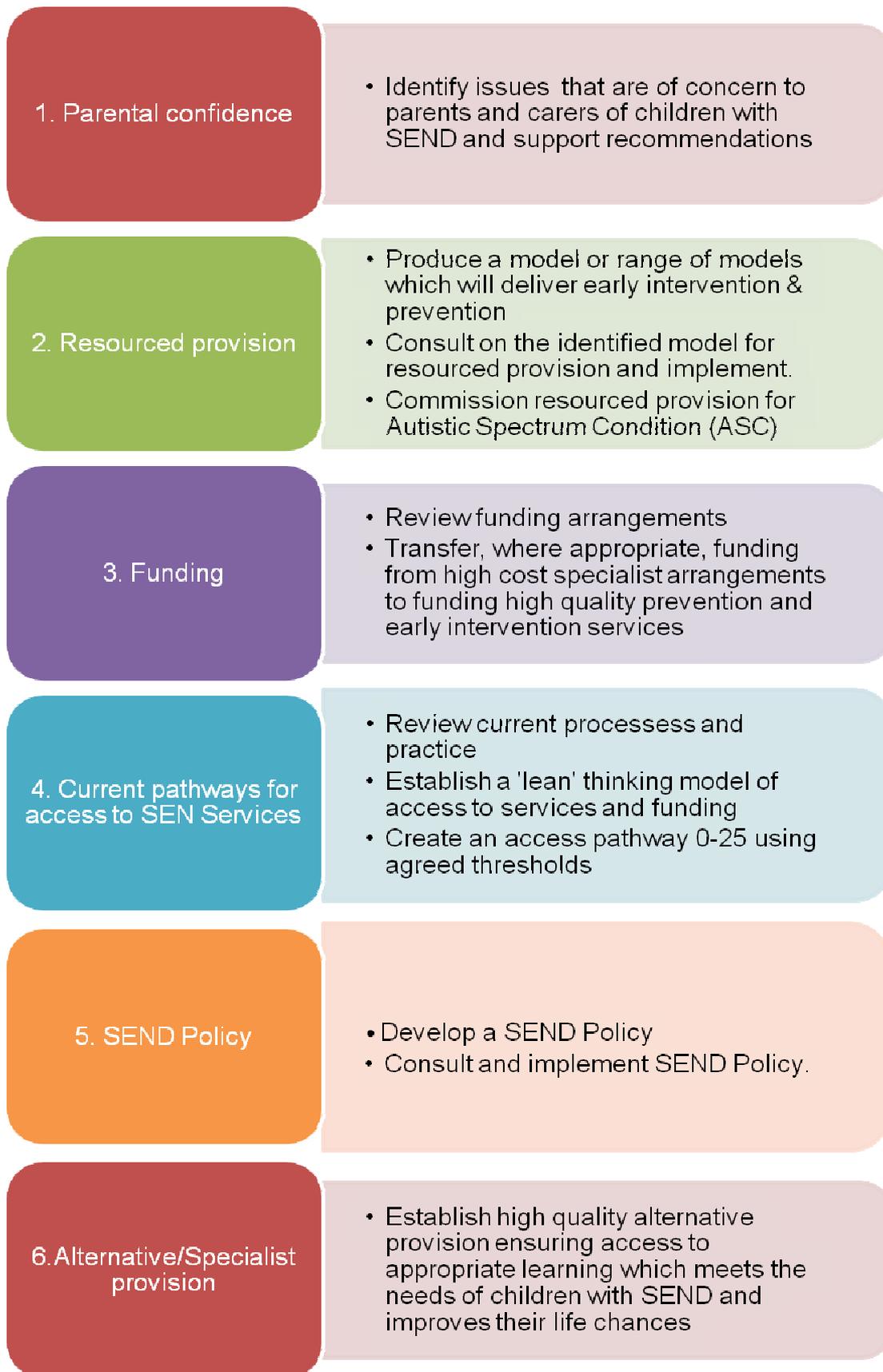
CHESHIRE EAST COUNCIL

REPORT TO: Children and Families Scrutiny Committee

Date of Meeting:	15 th November, 2011
Report of:	Lorraine Butcher, Director of Children's, Families and Adults
Subject/Title:	Draft Special Educational Needs and Disability Policy
Portfolio Holder:	Councillor Hilda Gaddum

1.0 Report Summary

- 1.1 In 2010, Cheshire East Local Authority began a process of reviewing its educational arrangements for children and young people with Special Educational Needs and Disability (SEND).
- 1.2 The SEND plan has six key strategic priorities, which are supported by wider working groups which provide access and analysis to the networks represented by the members of that group.
- 1.3 The six key strategic priorities and remits are outlined below



1.4 The Special Education Needs review has received feedback from schools, partners and parents/carers that has highlighted the requirement for a clearly stated Special Educational Needs and Disability (SEND) policy, which reflects the priorities for SEND provision, principles, aims and objectives.

1.5 Cheshire East Children and Families Services has drafted a policy on SEND (Appendix A) which sets out the policy framework within which the local authority and its partners will maintain and develop provision for children and young people with special educational needs and disability from birth to 25 years of age.

2.0 Recommendation

2.1 As part of the consultation process Children and Families Scrutiny Committee are asked consider the proposed SEND policy and provide feedback to officers on the draft document.

3.0 Reasons for the Recommendation

3.1 The council has a statutory responsibility to have a policy that sets out how it will provide services and support for children and young people who have special educational needs and disability.

3.2 The policy reinforces Cheshire East Council's commitment with its partners to continue supporting, maintaining and developing a range of high quality provision to meet the needs of children and young people with special educational needs and disability

4.0 Wards Affected

4.1 All

5.0 Local Ward Members

5.1 All

6.0 Policy Implications including

6.1 The SEND review has highlighted the requirement for a SEND policy. The Local Authority (LA) has a statutory responsibility to provide services for children and young people who have special educational needs and disability.

7.0 Financial Implications (Authorised by the Borough Treasurer)

7.1 The cost of the design of the document commissioned to Opening Doors is £2,000.

8.0 Legal Implications (Authorised by the Borough Solicitor)

8.1 The LA has a range of statutory duties for SEND of which include¹:

- Keep under review LA arrangements for SEND provision
- Identify and assess needs of SEND children, matching with additional appropriate provision
- Plan strategically with schools and other significant partners to develop systems for monitoring and accountability for SEND
- Provide high quality support and service delivery to schools
- Develop co-ordinated multi-agency SEND provision
- Promote high standards in education for SEN pupils
- Improve accessibility to curriculum, premises and written information for pupils with SEND
- Consult the governing bodies of maintained schools and nurseries in its area for the purpose of co-ordinating SEND provision

9.0 Risk Management

9.1 The risks include:

- The Local Authority not fulfilling its statutory duties

10.0 Background

¹ SEN Code of Practice, SEN and Disability Act, Disability Discrimination Act 1995 and 2005, Government Strategy for SEN, ECM, OFSTED integrated inspection framework for Children Services, National Service Framework for Children, Young People and Maternity Services.,

10.1 In 2010, Cheshire East Local Authority began a process of reviewing its arrangements for children and young people with Special Educational Needs and Disability (SEND).

10.2 The key drivers of the review are:

- concern with addressing a number of issues raised by stakeholders,
- compliance of statutory responsibilities against the backdrop of a national radical recasting of services for SEND,
- limitations of the range of specialist and resourced provision,
- Individual Pupil Funding (IPF),
- lack of a clearly stated SEND policy,
- assessment pathways and,
- the implications of the Green Paper 'Support and Aspiration' (A new Approach to Special Educational Needs and Disability) March 2011.

10.3 The aim of the SEND review was to address the drivers set out above, address challenges, identify and formulate priorities for improvements in the effectiveness and efficiency of provision for children, young people with SEND and their families.

10.4 The LA has a general responsibility to promote high standards for all pupils, including those who have special educational needs and disability. The aim of the SEND policy is to describe the provision of support for children/pupils with SEND within the LA.

10.5 Underpinning the SEND Policy is a national framework, which provides guidance as to the way in which the LA and local partners will implement the policy.

10.6 The framework includes:

- The United Nations Educational Scientific Cultural Organisation (UNESCO) Salamanca Statement (1994) which reinforces the notion that all pupils should attend their local community mainstream school “unless there are compelling reasons for doing otherwise.”
- The Disability Discrimination Act 1995, which aimed to end discriminatory practices faced by many disabled people.
- The 1996 Education Act, which made provision for the publication of the SEN Code of Practice, designed to give education providers guidance on the identification and assessment of children and young people with special educational needs.

- The 1997 Government publication “Excellence for All Children – Meeting Special Educational Needs” which sets out a strategy for improving the standards for pupils with SEN
- The 1998 publication “Meeting Special Educational Needs – A Programme of Action” which, in conjunction with the 1999 Disability Rights Task Force Report “From Exclusion to Inclusion”, reinforces the rights of all pupils to be educated in mainstream schools
- The Special Educational Needs and Disability Act (2001), which amended the Disability Discrimination Act (1995) to make it unlawful for education providers to discriminate against disabled pupils, students and adult learners. As a result, education providers must make reasonable adjustments to ensure that disabled people in education do not suffer a substantial disadvantage in comparison to their peers who are not disabled. Part 1 of the Act strengthens the rights of children and young people with special educational needs to be educated in mainstream settings. The Act also requires schools and LAs to plan strategically to increase access to education.
- The revised SEN Code of Practice , which takes account of the Special Educational Needs and Disability Act (2001) and “provides practical advice to Local Authorities, maintained schools, early education settings and others on carrying out their statutory duties to identify, assess and make provision for pupil’s special educational needs.

10.7 The publication of the government’s Green Paper, ‘[Support and Aspirations: A new approach to special educational needs and disability](#)’, marks the start of a period of consultation and testing in local areas from September 2011.

10.6 The Government will set out detailed plans by the end of 2011, which will form the basis for the legislative changes which will be taken forward from May 2012 at the earliest. The SEND policy reflects the main themes and ethos of the Green Paper.

11.0 Access to Information

11.1 Further background papers relating to this report include the:

- END Draft Policy (Appendix A) S
- END Consultation documentation (Appendix B) S

11.2 These can be inspected by contacting the report writer or are available from the Cheshire East Website www.cheshireeast.gov.uk
Name: Fintan Bradley
Designation: Head of Strategy, Planning and Performance
Tel No: 01606 271504
Email: Fintan.bradley@cheshireeast.gov.uk

Appendix A – Draft SEN Policy Document

Appendix B Consultation Document



Special Educational Needs and Disability Policy (0-25) 2011-2014

Page 47

Version: 2.1

Issue Date: November 2011	Responsibility/owner: Fintan Bradley
Review Date: 2012	Equality Impact Assessment ref:CHI

SEND POLICY

Cheshire East Council 2011- 2014

Contents

1.	Introduction	
2.	Vision	
3.	Principles	
4.	Scope of Policy	
5.	Definitions	
6.	Cheshire East Context	
7.	National Context	
8.	Local Authority – Roles and Responsibilities	
9.	Schools and Parents/Carers Roles and Responsibilities	
10.	The Pledge	
11.	Resources	
12.	Equality	
13.	Glossary	
14.	Appendix 1 - SEND Early Intervention	

Introduction

No Child or Young Person is Left Behind

The Local Authority's (LA) Special Educational Needs and Disabilities (SEND) Policy 2011- 14 sets out the actions which will be taken by the Children and Families Service, and our partners, to ensure that the needs of children and young people aged 0 to 25 with SEND are met effectively, and that they have every opportunity to access high quality provision as close to their local community as possible.

The policy defines the roles and responsibilities of service providers and sets out the support that parents, children and young people can expect to receive, in order to ensure that ***NO CHILD OR YOUNG PERSON IS LEFT BEHIND*** and that every child and young person achieves the best possible outcomes.

Vision

Cheshire East Council's vision for Special Educational Needs and Disabilities is:

“To work together to ensure all children have a fair start in life”

The overarching vision for Children and Families is:

“For Cheshire East to be a place where all children and young people are supported well to maximise their life choices”

“To provide responsive, locally based services which makes sense to children, young people and their families, that addresses their needs earlier”

“To be a place where no child or young person is left behind because organisations do not work together”.

It is our aim to work with a range of service providers to ensure that ***NO CHILD OR YOUNG PERSON IS LEFT BEHIND*** and that every child and young person receives the support they need to lead successful lives.

Principles

Our vision is underpinned by a number of shared principles that guide the provision and commissioning of services for children and young people with special educational needs and disabilities.

Children and young people in Cheshire East with special educational needs and disabilities have an entitlement to:

- Effective early intervention based on a secure assessment of their needs
- Quality first teaching, wherever possible in a mainstream school, that is as close to their home as possible
- Specialist provision if their needs cannot be met in a mainstream school or college
- Provision which gives best value for money at the right time in the right place
- Support from services and agencies which work well together to provide the right service, at the right time, in the right way
- Services which listen and involve them in decisions about matters which directly affect them
- Services which involve their parents/carers as equal partners in their education
- High quality SEND information, which is easy to find, up to date, relevant and available in a range of formats
- The right support as they make the transition from one setting to the next, into the world of work and into supported or independent living

Scope of the Policy

This policy applies to all children and young people in Cheshire East between the ages of 0 -25 who have SEND and to whom the Authority has a statutory obligation as defined by the Education Act 1996 and the SEN Code of Practice (2001). The policy applies equally to all pupils and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances.

This policy also has implications for all our partners in the SEND process, i.e. schools/colleges, independent specialist providers, governing bodies, parents/carers and statutory/voluntary agencies.

Definitions

For the purpose of this policy the definitions provided in this section are taken from the legislative framework that underpins provision for pupils with Special Educational Needs and Disabilities.

‘Children and young people aged to 0 – 25 with additional needs’ is a broad term used to describe all those at risk of poor outcomes as defined by the 5 outcomes (“Every Child Matters”). An estimated 20-30% of children have additional needs at some point in their childhood, requiring extra support from education, health or social care. This could be for a limited period, or on a long term basis.

Children have **special educational needs** if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a **learning difficulty** if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age (it is proposed there will be a set of national descriptors, which will define the term ‘significant’); and/or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age; and
- c) are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them.

Children and young people must not be regarded as having a learning difficulty solely because the language or form of

language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA (other than special schools in the area); and
- b) for children under two, educational provision of any kind (Education Act, 1996)

Children and young people with a disability are defined under the Equality Act 2010 as having a physical or mental impairment, which has substantial and long-term effect on his or her ability to carry out normal day-to-day activities. Impairment does not itself mean that a child or young person has a disability; it is how this impairment affects normal day-to-day activities and whether or not this is a long-term and substantial impairment.

'Long-term' is defined in the Equalities Act 2010 as having lasted or being likely to last 12 months or more. Ability to carry out day-to-day activities must affect one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift or carry or otherwise move every day objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;

- perception of risk.

'Physical impairment' includes sensory impairment and mental impairment including learning difficulties and an impairment resulting from, or consisting of, a mental illness. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). Pupils with severe disfigurements are also covered by the Equalities Act 2010, as are those with progressive conditions that are likely to change over time such as cancer.

Many, although not all, children and young people with a disability will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

The term Learning Difficulties and/or Disabilities (LDD) is used to refer to individuals or groups of learners who have either a learning difficulty in relation to acquiring new skills or who learn at different rates to their peers and who have a disability as defined under the Equalities Act 2010.

The terms **SEND** and **LDD** are often used interchangeably. However, for the purposes of this policy, and the LA's Children and Young People's Plan, children and young people with SEND include children with LDD but do not exclusively make up this vulnerable group.

Cheshire East - Context

Cheshire East Council came into being in April 2009, when Cheshire County Council was disaggregated and two new unitary authorities were formed. As the Children's Act 2004 placed a new duty on agencies to co-operate to improve outcomes for children and young people and established new Children's Services Authorities, the new Cheshire East Children and Families Service was established in September 2009.

The mid-year estimates for 2007 suggested that Cheshire East had a population of 360,700. There are just over 80,000 children and young people aged 0 to 18 in Cheshire East. 19,800 aged between 0 to 4, 20,000 aged between 5 to 9, 22,100 aged between 15 to 19. Approximately 6,500 Cheshire East children and young people that live in

LSOAs fall into the 20% most disadvantaged in the country.

Key strategies and priorities

The following documents provide strategic direction to the policies of the Children and Families Service:

[The Cheshire East Sustainable Community Strategy 2010 – 2025](#)

[The Cheshire East Council Corporate Plan](#)

[The Children and Young People's Plan](#)

[The Children and Families Service Plan](#)

The Special Educational Needs and Inclusion Team

The Special Educational Needs and Inclusion Team discharge the LA's statutory responsibilities for children and young people with special educational

needs and disabilities. The team and consists of:

- Statutory Assessment and Monitoring Team
- Educational Psychology Service
- Sensory Inclusion Service (Vision and Hearing Support)
- Early Years Service
- The Child Development Service
- Autism Support Service
- Medical Needs
- Elective Home Education

The future pattern of provision, including support and outreach services for children and young people with Autism Spectrum Conditions (ASC) and/or Behavioural Difficulties (behavioural, emotional and social development or BESD) is under review.

The 14-25 Team discharge the LA's statutory responsibilities to secure suitable education and training opportunities for young people. The team must take account of autonomous schools, colleges and other education and training providers to ensure all sectors work in partnership with each other, and the local authority, to meet the needs of young people.

Children and Families approach

The Specialist Services described above provide support for schools based on an Early Intervention Model. This model describes provision across a continuum from Universal provision, for all children living within the borough, through to Targeted Complex and Specialist provision, which is targeted at children identified as having complex and special needs. The model of early intervention

provision for SEND is set out in Appendix 2.

Additional resources are also made available to some schools in areas of high deprivation, which recognises their greater need for input and supports collaborative working. This additional support leads to better outcomes for the children at these schools.

Cheshire East Parents' and Carers' Voice

This parental support group has produced a report entitled 'The Parents' Perspective on Special Education in Cheshire East', providing insights into their children's experiences of special educational needs in their schools, and providing some recommendations for action. [Link](#)

National Context

Legislative framework

The Local Authority must provide services for children and young people with special educational needs or disabilities in line with the statutory framework set out in:

- [SEN Code of Practice 2001](#)
- [Education Act 2002](#)
- [Education Act 1996](#)
- [Education and Inspections Act 2006](#)
- [Education and Skills Act 2008](#)
- [Apprenticeships, Skills, Children and Learning Act 2009](#)
- [Equality Act 2010](#)

Special Educational Needs and Disabilities Green paper

The publication of the government's Green Paper, '[Support and Aspirations: A new approach to special educational needs and disability](#)', March 2011 marks the start of a period of consultation and testing in

local areas from September 2011. The Government will set out detailed plans by the end of 2011, which will form the basis for the legislative changes which will be taken forward from May 2012 at the earliest. This policy reflects the main themes and ethos of the Green Paper.

National policy framework

The policy is also governed and informed by the following national policies and guidelines:

- [Supporting young people with learning difficulties to participate and progress, DfE \(2010a\)](#)
- [Ofsted Common Inspection Framework for Further Education and Skills, 2009](#)
- [Healthy Lives, Brighter Futures; The Strategy for Children and Young People's Health, 2009](#)
- [Aiming High for Disabled Children: better support for families, May 2007](#)

- [Improving the Life Chances of Disabled People, 2005](#)
- [National Service Framework for Children and Young People and Maternity Services, 2004](#)
- [Removing Barriers to Achievement - The Government's Policy for Special Educational Needs and Disability, 2004](#)
- [Inclusive Schooling - Children with Special Educational Needs, Guidance 2001](#)
- [REACT 2010 Commissioning Funding and Funding for 16-19 Education and Training - High Level Guide for Local Authorities](#)
- [Young People's Learning Agency \(YPLA\) Placement Technical Guidance for Independent Specialist Providers, 2011/12](#)
- [Assessments Relating to Learning Difficulties, 2010](#)

Government reviews

The policy is also influenced by strategic developments of the following Government reviews:

- [Ofsted Review SEND, 2010](#)
- [Salt Review, 2010](#)
- [Lamb Inquiry, 2009](#)
- [Bercow Review, 2008](#)
- [Rose Review, 2008](#)
- [Aiming High for Disabled Children, 2008](#)
- [Learning for Living and Work Framework, \(LflW\) 2010](#)

Local Authority – Role and Responsibilities

The Local Authority has a number of key statutory responsibilities which are set out in this section of the policy.

Providing Information

The LA has a responsibility to provide information as set out under Schedule 2 of the SEN Regulations to:

- Promote high standards of education for children and young people with SEND
- Encourage children and young people with SEND to participate fully in their school and community to take part in decisions about their education
- Encourage schools in their area to share their practice in providing support for children and young people with SEND

- Work with other statutory and voluntary bodies to provide support for children and young people with SEND

The Children and Young People's Plan, together with key priorities in the Children and Families service plans, provide information about the actions that Services for Children and Families taking with respect to the above.

Identifying children with SEND

The SEND and Inclusion Team and the Early Years Team work on an ongoing basis with health services, all settings, schools and a range of agencies. They will identify children with SEND of all levels of intervention, taking into account the action taken by the setting or school, and the progress made by the child and young person, in accordance with the SEN Code of Practice.

Monitoring the admission of children with SEND to maintained schools

The schools admission team is responsible through the admissions forum for setting out the LA's policy in relation to the admission of children with SEND and

our response, where this gives cause for concern or complaint.

The statutory assessment and monitoring team is responsible for the admission to school of a child with a statement of SEN. The procedure followed is in accordance with schedule 27 of the Education Act 1996.

The LA Admissions Team and the SEND and Inclusion Team liaise to address concerns relating to admissions procedures and time scales.

The percentage of statements amended by 15th February each year for phase transfers is monitored and action taken where needed by The Statutory Assessment and Monitoring team.

Organising the assessment of children's special educational needs

Organising the assessment of children's special educational needs under section 323 of the Education Act 1996 is carried out by the Statutory Assessment and Monitoring Team, in accordance with guidance in Sections 7 and 8 of the SEN Code of Practice, 2001.

In 2007 the LA introduced a funding mechanism called Individual Pupil Funding (IPF). IPF is a funding stream for children and young people who in the past would have undergone a statutory assessment. IPF still acknowledges where the child has needs beyond the level which can reasonably be funded through the school budget. Individual Pupil Funding is currently under review.

Organising the making and maintaining of statements including any local protocols

This is carried out in accordance with guidance in Sections 7 and 8 of the SEN Code of Practice 2001, by the Statutory Assessment and Monitoring Team.

Providing information for parents/carers, settings and schools

Information for parents of children and young people with SEND is provided through the [Parent Partnership Website](#).

The [Family Information Service](#) provides a range of impartial leaflets for parents as well as links to other useful local and national organisations.

Cheshire East's SEND and Inclusion Team provide a range of published resources which sets out the LA's information in relation to SEND provision for children and young people.

The Statutory Assessment and Monitoring Team provides a booklet for parents which sets out the LA'S procedures and guidelines for the identification and assessment of children and young people with SEND, entitled 'The Graduated Approach' and the 'Companion', which were adopted by Cheshire East Council in 2009.

Pre- and post-16 institutions and other agencies provide information and guidance for parents/carers and young people.

Information on the process for the Independent Specialist Provider Placement Procedure is provided to parents, carers, schools, and specialist providers. This procedure outlines the process for new placements at an Independent Specialist Provider commissioned by the LA for young people with learning difficulties and/or disabilities, who are subject to a learning difficulty

assessment, who are over compulsory school age but under the age 25 is available. **Hyperlink not available yet**

Securing training, advice and support for staff working with children with SEND

The LA provides a learning and development programme aligned to local and national priorities. This programme includes:

- Special Educational Needs Co-ordinators (SENCO) Networks – induction for new SENCOs
- National training programmes – Ofsted 'SEN in Mainstream Schools' and 'Judging the achievement of children with Profound and Multiple Learning Difficulties'
- Targeted use of resources to support specific training programmes e.g. moving and handling, medical needs in school, Communication Aids Project, Let's Talk Project

- Signpost support for tailored development programmes aligned to specific aspects of SEND e.g. Dyslexia-friendly schools, Associate Member of the British Dyslexia Association
- Accredited training for staff working with children and young people on the autistic spectrum continuum
- School-based training aligned to identify developmental needs in individual schools or groups of schools
- Guidance to schools on entitlement to additional support
- Learning development programme for early years SEND consultants
- Family Support Workers carry out a Bridging Worker role for children and young people with disabilities who require after school provision
- Statutory Assessment and Monitoring Team support and advice to SENCOs

who are new to the post in statutory procedures / IPF requirements

In addition, an integrated Workforce Development training plan, as detailed in the Early Years Foundation Stage (EYFS), has been drawn up to address the needs of the practitioners from the different early years providers. The plan covers ten priority areas for training.

Planning and reviewing provision for pupils with SEND

The Council is expected to keep its pattern of provision for special educational needs under review. A comprehensive review was undertaken in 2005-2006 and a new pattern of provision for SEND was agreed by the Council. The Council is currently (2010-11) undertaking a review of SEND provision and has identified interim key priorities for improvement.

The Inclusion Quality Mark enables schools to self-evaluate the provision that

they make for all children, including those with SEND.

The LA's strategy for Monitoring, Challenge, Intervention and Support for settings and schools promotes high standards of education and well-being for all children and young people, and sets out how we will ensure that settings and schools make inclusive provision for children with SEND.

Reviewing and updating SEND policy and development plans

The SEN Policy will be reviewed on a 3-year cycle.

The CYPP objectives, targets and milestones are reviewed annually.

The SEND action plan will be reviewed on a 3-year cycle. This action plan has been developed by the Council and its partners to develop and implement an integrated approach to the delivery of services for children and young people with SEND, with the aim of improving outcomes.

Service development plans/action plans are reviewed at least annually.

Auditing and monitoring performance

The SEND database is monitored quarterly to provide management information relating to children with SEND. The Monitoring and Intervention Manager (in the Children and Families Quality Assurance Team) and the Principal Manager for SEND (2011) monitor the effectiveness of provision through a range of indicators. Specialist Services contribute to this process through:

- Monitoring and review of locality action plans to improve service delivery and outcomes for children and young people
- Annual meetings with Education Improvement Partnerships to agree how best to support and advise settings and schools
- Service involvement in individual casework and in developing the capacity of mainstream schools to better meet the needs of children with SEND

- Attendance at annual reviews of children with IPF and statements of SEND
- Fortnightly IPF panel meetings to allocate additional resources
- Half-termly educational psychology group consultations
- Weekly operational meetings of the Statutory Assessment and Monitoring Team to monitor, review and allocate a range of resources
- Bi-annual quality assurance board to ensure the consistency and quality of statements of SEND (as recommended in the Lamb Inquiry 2009)

The Statutory Assessment and Monitoring Team (within the SEND and Inclusion Team) provides data in line with the national performance indicators for the completion of Statutory Assessments within the expected time limits of 26

weeks. These are provided in June, based on the previous financial year, and published in November by the DFE.

The LA completes a self-evaluation of SEND provision, performance and progress and this is reviewed with the Children and Families Senior Management Team on a quarterly basis.

Challenge and intervention

The Local Authority must monitor, challenge, intervene and support schools in making provision for children with SEND. Schools are monitored to ensure that the local authority is able to account for the money which it delegates and spends itself in connection with schools, and gives best value for money. The Children and Families Service through the Quality Assurance Team's Monitoring and Intervention Service and its other Service Groups acts as the 'critical friend'; both

supporting schools and settings in what they do well, and challenging them, when appropriate, to do better. This requires:

- a detailed analysis of all performance data related to standards, wellbeing and finances;
- close knowledge of the current picture gained through regular visiting to targeted schools, with the school's agreement;
- a good grasp of a school's aspirations including its plans and targets;
- a system of regular meetings of those with knowledge and understanding of the schools.

If there is an issue with a school regarding the quality of SEND and or inclusion, further investigation and challenge will take place. This will be undertaken by the Monitoring and Intervention Officer and or personnel from the Special Education and Inclusion Team or an external specialist

adviser. The investigation will take the form of one or all of the following:

- Immediate communication
- School visit
- Paired visit
- Focussed review
- Themed review

If, following the monitoring review, serious and/or chronic concerns around SEND and/or inclusion are evident, a focused review will take place. This will occur with one to three days' notice.

Providing education and training post-16

For the majority of young people (over the age of 16) who have learning difficulties and/or disabilities, education and training provision will be delivered in a mainstream setting.

Local Authorities have a duty to secure enough suitable education and training to meet the reasonable needs of persons who have SEND who are over compulsory school age, but under 19, as well as for those aged 19 or over but under 25, who are subject to a learning difficulty assessment (section 15ZA of the Education Act 1996, inserted by the Apprenticeships, Skills, Children and Learning (ASCL) Act 2009).

Local authorities have existing duties to encourage, enable and assist the participation of all young people with learning difficulties and/or disabilities up to 25 years and also in respect of transport arrangements. It is important that all of these duties are aligned with the interests of the learner.

The Cheshire East Independent Specialist Provider Placement Procedure 2011/12

provides information in relation to the small number of young people in receipt of a learning difficulty assessment whose education and training needs can only be met by an independent specialist provider.

Local Authorities have a statutory duty as defined in Section 80 of the Education and Skills Act 2008 to undertake assessments relating to learning difficulties.

Providing boarding accommodation post-16

Section 46 of the ASCL Act provides Local Authorities with the power to secure boarding accommodation for persons who are over compulsory school leaving age but under 25 and subject to a learning difficulty assessment.

The documents below provide guidance and documented procedures in line with

national policy to facilitate and record placement decisions for provision at independent specialist providers, for young people aged 19 but not yet 25, with a learning difficulty assessment. These documents can also be used to communicate the procedures to young people, their parents, carers and advocates, referring agencies, schools, colleges and independent specialist providers.

- [YPLA's Placement Information: Learners with Learning Difficulties and/or Disabilities at Independent Specialist Providers 2011/12](#)
- Cheshire East Council's Independent Specialist Provider Placement Procedure 2010/12 **(Link not yet available)**

Schools and Parents/Carers Roles and Responsibilities

This section of the policy sets out the role and responsibilities schools, parents and carers have for children and young people with special educational needs and disabilities.

Schools must:

- Ensure that the 5% nominal funding provided for SEND is used to deliver the necessary provision for any pupil who has SEND.
- Inform the pupil's parents/carers that special educational provision is being made for them because they have SEND (i.e. they are being supported at School Action of the SEN Code of Practice).
- Ensure that parents/carers have knowledge about the SEND provision that the school makes, is able to make their views known about how their child is educated and have access to

information, support and advice regarding their child's SEND.

- Ensure that, where the responsible person - the head teacher and the appropriate governor - has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach/support them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND.
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND. The school must do this so far as is reasonably practical and compatible with the child receiving the special educational provision required by their learning needs, in relation to the efficient education of the pupils with

whom they are educated, and the efficient use of resources.

- Work in partnership with the LA and the governing bodies of other schools, when it seems to be necessary or desirable, in the interests of co-ordinating special educational provision in the area as a whole.
- Have a written SEND policy containing the information as set out in the Education (Special Educational Needs) Regulations 1999 (reproduced in the SEN Code of Practice), and report to parents on it in the school prospectus, including the name of the person responsible for coordinating SEN provision.
- Have regard to the SEN Code of Practice, which is designed to help schools make effective decisions, but does not set out what to do in each individual case

Performance information

In order to support the Local Authority in its role of monitoring, challenging and supporting schools in making provision for children with SEND, schools should maintain the following information:

- Recent OFSTED inspection reports
- Fischer Family Trust/school data
- Self-Evaluation Form judgements about all aspects of provision;
- School's strategic plan
- Analysis of trend data and moving averages (very important for schools with small cohorts)
- Analysis of pupil progress data matching individual pupils' results between key stages
- Exclusion and attendance data
- SEND policy, process and protocols
- Financial data including open and transparent information about how the notional 5% SEND funding is spent

- Visits/information available from any other Service Group including - Human Resources, Specialist Support Services and the Parent Partnership Service
- Human resources data

Provision for children with statements

For children and young people with SEND for whom the Authority maintains a statement, schools must:

- Use the funding allocated by the Local Authority to deliver the provision specified in statements
- Monitor the child and young person's progress against the objectives as set out in the statement
- Initiate the annual review of the statements, ensure that all relevant representatives are invited to the review meeting and provide a report to the LA no later than 10 days after the

annual review or the end of term, whichever is earlier

The duty to promote equality - disability equality scheme

From 2007 schools must publish a three-year equality scheme or plan showing how they will promote equality of opportunity for disabled pupils, staff and those for whom they provide services. They must also publish an annual action plan showing how they are implementing their scheme. A school's equality plan should show:

- How people with an interest in the plan have been involved in its development
- The methods for assessing the impact of policies and practices on equality for disabled persons
- The steps that will be taken to promote equality of opportunity for disabled people
- The effect of policies and practices for disabled people, including information

on recruitment, development and retention of disabled employees

- Educational opportunities for and achievements of disabled pupils
- The arrangements for making use of this information to help promote equality of opportunity

Planning

Schools should plan well and make good provision for pupils with SEN by ensuring:

- Outstanding quality first teaching
- Learning targets for individual pupils are identified
- Additional or different provision from the differentiated curriculum is planned and offered to all pupils
- That SEND provision is reviewed in light of individual pupil progress
- That If a school has a policy of planning, target setting and recording the progress of all pupils, as part of

personalised learning, then there is not a need for the school to write Individual Education Plans for children and young people with SEND

Responsibilities for governing bodies

Governing bodies have a responsibility to ensure that:

- The school has a Special Educational Needs and Disability policy which includes the arrangement for both the identification and provision for special educational needs and disabilities, and that this information is available to parents
- The necessary provision is made for any pupil who has SEND through school action or school action plus
- A member of the governing body is named as the 'responsible person' for SEND

- Teachers in the school are aware of the importance of their responsibility for identifying and providing for SEND pupils
- The SENCO receives appropriate training and has the time to carry out their role and responsibilities

Other responsibilities for headteachers and teachers

In addition to many of the responsibilities outlined above, headteachers and teachers have a responsibility to ensure that:

- The school's special educational needs and disability policy is implemented in line with requirements of the current legislation
- Staff attend appropriate in-service training to meet the needs of CYP with special educational needs and disability

- Arrangements are in place to report on the use of SEND funding to the Governing Body and that systems are in place for setting, monitoring and reviewing Individual Education Plans(IEP's) and Individual Behaviour Plans (IBPs) and reviews of Statutory Statements
- Visits by the LA's are facilitated, when requested, and pupil records are made available for inspection, for those children at School Action, School Action Plus and with Statements
- High standards of SEND provision are promoted
- Children with SEND are encouraged to access and participate in learning in a setting or school as close to their home as possible

Responsibilities for parents

Parents are responsible for ensuring that their child receives full time education

suitable to their age, ability and aptitude and to any special educational needs they may have, either by regular attendance at school or otherwise.

Parents of pupils with statements of special educational needs and disabilities have a right to express a preference for school placement. They also have the right to appeal to the First Tier (SEND) Tribunal if it is not possible to reach an agreement with the Local Authority regarding appropriate special educational needs provision.

If parents/ carers have any concerns or questions about this process, or disagree with any part of the statement, advice or support is available from the local Parent Partnership Service. In addition, they can contact Global Mediation Ltd, which is an independent service set up to help resolve or prevent disagreements between parents/ carers and the Local Authority. Using either of these services does not prevent an appeal to the First Tier Tribunal (SEND) and their rights are not affected. An appeal to the Tribunal can run at the same time as any disagreement resolution. Parents/carers can also

request a copy of the school's published complaints policy which sets out the formal complaints process for the school community.

The Pledge

Children and Families Services pledges to ensure that:

- ✿ The needs of children and young people with special educational needs and disability will be identified early, assessed quickly and matched effectively to appropriate provision.
- ✿ Each child and young person's special educational needs and disability will be identified, recorded and their progress will be regularly reviewed in a manner consistent with the Code of Practice on SEN 2002.
- ✿ Formal assessments of a child's and/or young person's special educational needs and disability will be undertaken by the local authority, and all agencies involved will endeavour to do their best to complete these within the recommended statutory timescale.
- ✿ Parents/carers will be treated with respect and their expertise will be valued and will inform the provision put in place for the child or young person.
- ✿ Children and young people will be listened to and they will have a voice in deciding what happens to them.
- ✿ Children and young people with SEND will benefit from co-ordinated provision, because services work effectively in partnerships with parents/carers and each other.
- ✿ High quality support will be provided for parents/carers, settings and schools.
- ✿ The curriculum will be suitably differentiated and/or supported to ensure that there are clear objectives and targets which are appropriate for the child or young person.
- ✿ Schools will use their resources effectively, and where necessary seek external specialist support.
- ✿ Where appropriate, children and young people with SEND will be provided for in a local school alongside his or her peers in a local setting.
- ✿ Out of borough placements and residential provision will only be considered when it is clear that the child or young person's needs cannot be met appropriately in a Cheshire East setting.
- ✿ Effective transition from one phase to the next and into adulthood will be in collaboration with Services for Children and Families, parents/carers and external agencies working together.

Resources

The Management of SEND Funding

Funding for SEND is provided through the Dedicated Schools Grant (DSG). The LA currently retains 11% of DSG and this funds the LA's statutory responsibilities for school age children and young people. The remainder is devolved to schools to meet their statutory responsibilities for children and young people. The DSG funding devolved to schools contains a **notional element** for SEND. The LA also receives funding from the Early Intervention Grant which funds early year's provision and support for SEND.

The LA has a notional budget to secure suitable education and training for young people aged 16-25, with a learning difficulty assessment, which will be used to contribute to:

- The learning costs of continuing and new learners with high level specialist needs in placements in Independent Specialist Providers commissioned by the LA;
- Learning support costs of continuing and new learners with high level support needs in placements commissioned by the LA, through special arrangements with mainstream providers;
- Actual learning support costs for continuing and new learners in a General Further Education College, where the costs of additional learning support are over £19,000.

In practice this means that the LA works closely with the Young Peoples Learning Agency (YPLA) to ensure that all commissioning decisions, for all learners, take into consideration the

YPLA national budget available. There is also a duty to ensure that the placement process is managed collaboratively and the funding is used with equity and transparency.

The notional SEND budget

The notional SEN budget comprises **5% of the relevant parts of schools budgets plus a general special needs allowance (GSNA)** which has been delegated on an attainment-based formula. These are represented by amounts 'A' and 'B' on the school's Special Educational Needs and Additional Educational Needs statement. Together these budgets are the notional amounts intended for **'Level 1' intervention and support at School Action and School Action Plus**. Early and effective use of this resource for additional and different interventions should enable pupils to

progress and increasingly **prevent** the need for additional resource at levels 2 & 3 under Individual Pupil Funding (IPF).

Depending on the number and type of children with SEN, many schools will need to spend more than this total figure for C&YP at School Action and School Action Plus. The 5% budget amount and the GSNA should not be regarded as a limit; it is intended to support the schools evaluation of SEN spending. Some authorities, for example, have suggested a notional figure of 7% of budget.

Expectations of effective interventions and support at Level 1 are set out in the IPF handbook.

Individual Pupil Support

Many schools will receive delegated funding (amount 'C') allocated via statements for classroom assistant hours, or more recently via Individual Pupil Funding (IPF). **IPF is only provided to support pupils with the longest standing most complex needs who in previous years would have required a Statement.**

One of the key criteria is the range and effectiveness of **Level 1** interventions through the graduated response, which in many cases will prevent the need for additional resource under IPF. Once IPF is agreed it is transferred quickly to schools and should be used flexibly, **rather than necessarily funding individual Teaching Assistant support.**

There continues to be pressure on the teaching assistant budget and there is

an ongoing review by the Authority into the overall approach to SEN funding and provision to ensure Value for Money within allocated resources.

Some primary schools are designated as specially resourced for Autism, Hearing Impairment, Complex MLD or BESD. These schools receive an additional resource in the form of a "lump sum" to support their additional responsibilities. Resource provision is currently being reviewed as part of the SEND review.

Other budgets for use at School Action and School Action Plus

Secondary schools receive a lump sum for the development of **inclusion resource provision** which is intended for early, targeted intervention for a range of vulnerable pupils including

those with learning needs or behavioural needs.

They also receive funding for **Additional Educational Needs (AEN)**. Whilst in some cases schools may be targeting support for specific groups, e.g. pupil mobility or English as an Additional Language (EAL), the Audit Commission has advised that, given the correlation between deprivation and SEN, many schools will use some of this funding to add to general SEN spending detailed in section 1 above.

Other funding available for SEN

Over recent years Age Weighted Pupil Unit (AWPU) has grown due to the addition of specific amounts for **personalisation**. Whilst some of this has been delegated through the notional SEN budget described in

section 1 above, the remainder has been allocated as part of general AWPU.

In 2010-11 some schools received funding from national primary and secondary strategies to support intervention programmes for groups who are making less progress. The relevant amount included in the 2011-12 budget, and in future budget delivery, is no longer ring fenced and is included in the 'Source of Funds – Supplementary Information' statement. The same applies to the relevant amount previously received as School Development Grant, some of which has previously been used for staff development relating to SEN and Inclusion and/or specific projects to develop new approaches.

In some Education Improvement Partnerships (EIPs) there have been agreements to jointly fund specific activity and development particularly for outreach and staff development around SEN inclusion.

The LA retains DSG funding to support a range of SEND activities related to the statutory responsibilities defined in the SEN Code of Practice.

School transport may be provided for pupils due to the complex nature of their special educational needs which prevents them from either walking to school or using multi-occupancy vehicles. The Local Authority's [Complex Special Needs Transport Policy](#) sets out entitlement to transport on complex/special needs grounds and is reviewed annually.

***Evaluating Impact of SEN Spending
– Audit Commission Value for
Money Toolkit***

As part of self evaluation of the effective use of funding and ensuring successful outcomes for children, schools are strongly advised to use the Audit Commission on-line self-evaluation tool to evaluate the use of their budget for vulnerable children and the impact this is having on their progress. The DfE are concerned about the national growth of delegated resource for SEN and the lack of detailed evaluation evidence across schools, local authorities and nationally of the impact of SEN spending on outcomes for individual pupils. The inspection framework which will be introduced in January 2012 will enable inspections to make a judgement on the impact of expenditure on pupil outcomes.

***Proposed/Future funding
restructure***

The SEN Green Paper, 'Support and Aspiration' makes reference to devolving funding to parents.

- **“To give parents confidence by giving them more control over the support their family receives,** we will introduce more transparency in the provision of services for children and young people who are disabled or who have SEN. Parents will have real choice over their child’s education and the opportunity for direct control over support for their family.
- We propose that **“Local authorities and other services will set out a local offer of all services available** to support children who are disabled or who

have SEN and their families. This easy-to-understand information for parents will set out what is normally available in schools to help children with lower-level SEN, as well as the options available to support families who need additional help to care for their child; and

- **The option of a personal budget by 2014** for all families with children with a statement of SEN or a new 'Education, Health and Care Plan', many of whom will have complex support needs. Key workers will be trained to advise families and help them navigate the range of help available across health, education and social care”.

Equality

By law, all new policies, services and functions should be subject to an equality impact assessment (EIA).

The Equalities Act 2010 requires an assessment of impact, both positive and negative; to be made using robust data on the following protected characteristics:

- Age
- Gender

- Caring responsibilities
- Disability
- Religion and Belief
- Transgender
- Race (language barriers are seen as a race issue)
- Gypsies and Travellers
- Socio-economic disadvantage
- Sexual orientation

Glossary

ADHD	Attention Deficit Hyperactivity Disorder	IBP	Individual Behaviour Plan
AEN	Additional Educational Needs	IEP	Individual Education Programme
ASC	Autism Spectrum Conditions	IPF	Individual Pupil Funding
ASCL Act	Apprenticeships, Skills, Children and Learning Act 2009	LA	Local Authority
AWPU	Age Weighted Pupil Unit	LDD	Learning Difficulty and Disability
CYP	Children and Young People	LLDD	Learners with Learning Difficulties and/of Disabilities
CYPP	Children and Young People's Plan	MLD	Mild Learning Difficulties
DfE	Department for Education	SENCO	Special Educational Needs Coordinator
DSG	Dedicated School Grant	SEND	Special Educational Needs and Disability
GSNA	General Special Needs Allowance	YPLA	Young People's Learning Agency

Appendix 1 – SEND Early Intervention

	<p>Universal</p> <ul style="list-style-type: none"> ▫ Quality first teaching (every teacher is a teacher of SEND) ▫ Fund school notional 5% ▫ Ofsted ▫ Inclusion development programme strands 1-4 ▫ Information for parents ▫ Family Information Service ▫ All pupil voice ▫ Complaint procedure ▫ Reasonable adjustment ▫ Statutory compliance – sen code of practice, Equalities act 2010 ▫ School 2 school support ▫ Transition review 	<p>Targeted</p> <ul style="list-style-type: none"> ▫ Advice and guidance - SENCO ▫ Parent partnership service ▫ Individual Education Plan / Individual Behaviour Plan ▫ School Action and funded at school level with the notional 5% ▫ Early years school action ▫ CEASS ▫ SEN Register ▫ Opportunities for families to share success and challenges ▫ Clear, helpful advice ▫ Pre-CAF ▫ EWO's ▫ Access to local quality assurance team ▫ Parent partnership service ▫ Half termly SEND reviews 	<p>Complex</p> <ul style="list-style-type: none"> ▫ School action plus where more than one agency is involved ▫ CAF Process ▫ Additional funding supplied above the 5% notional budget is provided using agreed funding criteria (IPF) ▫ Access to statutory assessment process ▫ Access to specialist services ▫ Access to multi professional team ▫ Access to out of year admissions protocol ▫ Learning difficulty assessment 19 - 25 ▫ Individual specialist educational placement ▫ Mediation, parent partnership, multi professional team ▫ Half termly review 	<p>Specialist</p> <ul style="list-style-type: none"> ▫ Statement of special educational needs ▫ Resourced provision place ▫ Special school place ▫ PRU ▫ Travel arrangements in accordance with the SEND policy ▫ Residential provision ▫ Learning difficulty assessment 19 – 25 ▫ Individual specialist educational placement ▫ Statutory annual review ▫ Transition plan ▫ Access to statutory appeals process ▫ Mediation, parent partnership, multi professional team
---	---	---	--	--

Section One: Background and information

Cheshire East Council is proposing to introduce a policy on Special Educational Needs and Disability (SEND). The draft policy describes the principles that the council will apply for SEND, and provides a summary of what everyone's roles will be under the policy.

We want to make sure that we get this policy right, and are asking for the views of everyone who has an interest in the policy or who will be impacted by it. A final decision on the content of this policy will be made once we have considered everyone's views.

Please read the Consultation Document ([link](#)) before you answer the questions in this survey. The full draft of the policy can be found at [link](#).

Q1. What is your postcode?

(This will help us to understand whether there are specific issues for your local area).

Q2. Please indicate whether you are a:

- Child/young person with SEND
- Parent / carer of child / young person with SEND
- Teacher
- Headteacher
- Governor
- Representative of support group / charity
- Other (please specify)

Q2a. I have / my child has:

- 'School action' provision
- 'School action plus' provision
- Individual pupil funding
- A Learning Difficulty Assessment (S139a)
- A Statement of Special Educational Needs

Q2b. I have:

- General interest in policies
- Specific interest in / responsibility for SEND
- SENCO responsibilities

Q3. Please indicate which kind of school you attend / your child attends / you teach at / you are a governor at:

- A local authority mainstream school
- A local authority special school
- An independent mainstream school
- An independent special school
- A residential school
- Not applicable

Please provide the name of the school (optional):

Q3a. The above school is:

- Primary
- Secondary
- Post-16

Section Two: Principles

Q4. Do you think that the principles in the draft policy document reflect all aspects of SEND services?

- Yes
- No
- Don't know/Not sure

If no, please tell us which additional aspects you think should be included and give a brief explanation as to why:

Q5. Do you agree with the wording of the principles?

- Yes, agree
- Neither agree nor disagree
- No, disagree

If no, please tell us which words you think should be altered and why, and provide a suggested alternative if possible:

Q6. Do you have any other comments to make on the principles?

Section Three: Cheshire East Council's role and responsibilities

Q7. Do you think that the policy describes accurately the roles and responsibilities that Cheshire East Council has in the SEND process?

- Yes
- No
- Don't know/not sure

If no, please tell us which additional roles and responsibilities should be included and why:

Q8. Do you think that the wording which defines the role and responsibilities for Cheshire East Council is clear and easy to understand?

- Yes
- No

If no, please tell us which words you think should be altered and why, and provide a suggested alternative if possible:

Q9. Do you have any other comments to make on Cheshire East Council's roles and responsibilities?

Section Four: Roles and responsibilities for schools

Q10. Do you think that the policy describe accurately the roles and responsibilities that schools have in the SEND process?

- Yes
- No
- Don't know/not sure

If no, please tell us which additional roles and responsibilities should be included and why:

Q11. Do you think that the wording which defines the role and responsibilities for schools is clear and easy to understand?

- Yes
- No

If no, please tell us which words you think should be altered and why, and provide a suggested alternative if possible:

Q12. Do you have any other comments to make on schools' roles and responsibilities?

Section five: Roles and responsibilities for parents and carers

Q13. Do you think the policy describes accurately the role and responsibilities that parents/carers have in the SEND process?

- Yes
- No
- Don't know/not sure

If no, please tell us which additional roles and responsibilities should be included and why:

Q14. Do you think that the wording which defines the role for parents/carers is clear and easy to understand?

- Yes
- No

If no, please tell us which words you think should be altered and why, and provide a suggested alternative if possible:

Q15. Do you have any other comments to make on parents' and carers' roles and responsibilities?

Section Six: Other information

Q16. Does the policy include the right information for all interested groups e.g. national and local policies, the Code of Practice, resource information?

- Yes
- No
- Don't know/ not sure

If no, please tell us which additional information would be helpful:

Section Seven: Equality impact assessment

Q17. Have we considered the potential impacts for people with a 'protected characteristic' (age, carers, disability, gender, gypsies and travellers, race, religion and belief, sexual orientation, transgender, other socio-economically disadvantaged groups)?

- Yes
- No
- Don't know/not sure

If no, please tell us about additional ways that this policy could impact on people:

Section Eight: The pledge

Q18. Do you think Cheshire East Council's Pledge for SEND services covers all the right aspects?

- Yes
- No
- Don't know/unsure

If no, please tell us which additional aspects should be included and why:

Q19. Do you agree with the wording of the pledge?

- Yes, agree
- Neither agree nor disagree
- No, disagree

If no, please tell us which words you think should be altered and why, and provide a suggested alternative if possible:

Q20. Do you have any other comments to make on the pledge?

Section Nine: Any other comments

Q21. Please make any further suggestions, comments or proposals here:

Section Ten: About you

THE FOLLOWING QUESTIONS ARE OPTIONAL. ALL INFORMATION SUPPLIED WILL BE TREATED AS STRICTLY CONFIDENTIAL.

Information provided will help Cheshire East Council meet its obligations under the Equality Act 2010. We will use it to monitor equality to ensure everyone has opportunity and inclusion in relation to employment and access to services. No identifiable details will be kept with this information. Statistical data may be shared with other government agencies for equality monitoring purposes.

Q1. What was your age on your last birthday?

Q2. What is your gender?

- Female
- Male

Q3. What is your relationship status?

- Single
- Widowed
- Married
- Cohabiting
- Separated/Divorced
- Civil Partnership
- Other (please state)

Q4. What is your religion?

- No religion
- Christian (Roman Catholic)
- Christian (Church of England and Protestant)
- Christian (Other)
- Hindu
- Jewish
- Muslim
- Sikh
- Any other religion (please state)

Q5. What is your sexual orientation?

- Bisexual
- Gay man
- Gay woman/lesbian
- Hetrosexual/straight
- Prefer not to say
- Other (please state)

Q6. Do you consider yourself disabled?

Definition: An impairment that as a long-term and substantial effect on a person's ability to carry out normal day to day activities.

- Yes
- No

Q6a. Have you ever chosen not to disclose your disability because you feel it may have an adverse affect on you at work or in your community?

- Yes
- No

Q7. Do you have caring responsibilities?

- Yes
- No

Q7a. Is the Council aware of your caring responsibilities?

- Yes
- No

Q8. What is your ethnic group?

- White: British
- White: Irish
- White: Gypsy/Traveller
- Any other White background (please specify in the box below)
- Mixed or Multiple Ethnic Groups: White and Black Caribbean
- Mixed or Multiple Ethnic Groups: White and Black African
- Mixed or Multiple Ethnic Groups: White and Asian
- Any other Mixed/Multiple background (please specify in the box below)
- Asian or Asian British: Indian
- Asian or Asian British: Pakistani
- Asian or Asian British: Bangladeshi
- Asian or Asian British: Chinese
- Any other Asian background (please specify in the box below)
- Black/African/Caribbean/Black British: African
- Black or Black British: Caribbean
- Any other Black/African/Caribbean background (please specify in the box below)
- Other ethnic groups: Arab
- Any other ethnic group (please specify in the box below)

Other

Q9. Do you belong to the Traveller or Gypsy Community?

- Yes
- No

Q11. Has the wording of any of these ethnic groups affected your decision to complete this section?

- Yes
- No

This page is intentionally left blank

CHESHIRE EAST COUNCIL

REPORT TO: CHILDREN AND FAMILIES SCRUTINY COMMITTEE

Date of Meeting: 15 November 2011
Report of: Borough Solicitor
Subject/Title: Work Programme update

1.0 Report Summary

- 1.1 To review items in the 2011/12 Work Programme, to consider the efficacy of existing items listed in the schedule attached, together with any other items suggested by Committee Members.

2.0 Recommendations

- 2.1 That the work programme be received and noted.

3.0 Reasons for Recommendations

- 3.1 It is good practice to agree and review the Work Programme to enable effective management of the Committee's business.

4.0 Wards Affected

- 4.1 All

5.0 Local Ward Members

- 5.1 Not applicable.

6.0 Policy Implications including - Climate change - Health

- 6.1 Not known at this stage.

7.0 Financial Implications for Transition Costs

- 7.1 None identified at the moment.

8.0 Legal Implications (Authorised by the Borough Solicitor)

- 8.1 None.

9.0 Risk Management

9.1 There are no identifiable risks.

10.0 Background and Options

10.1 In reviewing the work programme, Members must pay close attention to the Corporate Plan and Sustainable Communities Strategy.

10.2 The schedule attached, has been updated in line with the Committees recommendations on 18 October 2011. Following this meeting the document will be updated so that all the appropriate targets will be included within the schedule.

10.3 In reviewing the work programme, Members must have regard to the general criteria which should be applied to all potential items, including Task and Finish reviews, when considering whether any Scrutiny activity is appropriate. Matters should be assessed against the following criteria:

- Does the issue fall within a corporate priority
- Is the issue of key interest to the public
- Does the matter relate to a poor or declining performing service for which there is no obvious explanation
- Is there a pattern of budgetary overspends
- Is it a matter raised by external audit management letters and or audit reports?
- Is there a high level of dissatisfaction with the service

10.4 If during the assessment process any of the following emerge, then the topic should be rejected:

- The topic is already being addressed elsewhere
- The matter is subjudice
- Scrutiny cannot add value or is unlikely to be able to conclude an investigation within the specified timescale

11.0 Access to Information

The background papers relating to this report can be inspected by contacting the report writer:

Name: Mark Grimshaw
Designation: Scrutiny Officer
Tel No: 01270 685680
Email: mark.grimshaw@cheshireeast.gov.uk

As of 7/11/2011

Children and Families Scrutiny Committee Workplan: September 2011 – April 2012

Portfolio Holder – Hilda Gaddum

Historical Record

Date of Meeting	Agenda Setting Meeting	Topic	Purpose/Key issues (including origin)	Comments post meeting
26 July 2011		Annual Announced Inspection	To receive a verbal update	That the Director of Children's Services be requested to submit a report at the next meeting of the Committee outlining the findings of the Announced Inspection and the resulting action plan.
		Children & Families Performance Report	To receive an update on the general performance of the service and to pinpoint areas for development	That the newly developed performance scorecard be brought to the Committee on a quarterly basis for review.
		Independent Reviewing Officers Report 10/11 – Annual Report	Members to consider the report and any issues arising from it	That in subsequent years, a summary page be provided in addition to the main report. That a review of the CAMHS

				service in terms of its relationship with Cared For Children be added to the work programme.
		Cheshire East Family Service	Members to be briefed and to consider the CE approach.	That the policy be revisited in six months for review.
20 September 2011		Management Structure Update	Members top receive verbal update	That a breakdown of responsibilities aligned to each senior manager be distributed to the Committee.
		OFSTED inspection	Members to consider report,	That a special meeting be convened pre 18 October 2011 to discuss in further detail. That congratulations be passed to staff and mgmt at Claremont rd.
		Summary of Schools Performance		Item be added to work programme relating to what CE do to improve underperforming schools.
		Training Requirements		Training sessions on: <ul style="list-style-type: none"> - LA's changing interface with schools and education - Architecture of partnerships.

Next Agenda Setting Meeting: 17 November 2011

Ongoing items/reviews/Monitoring Papers

Item	Reporting:	Committee Meeting							
		20/9	18/10	15/11	13/12	17/01	14/2	13/3	10/4
PERFORMANCE REPORTING (key exceptions – red/amber and explanations/commentary) to include adoption rates, staffing information and profile of children in Cheshire East	Quarterly	X			X				
INDEPENDENT INSPECTIONS OR REVIEWS <ul style="list-style-type: none"> • Annual Unannounced Inspection • Children Services Performance Rating • Schools Inspection 	Quarterly	X							
SAFEGUARDING	When Appropriate								
REGULATION 33	Bi-annual					X			
BUDGET PROCESS – summary of budget position update given to Cabinet.	When Appropriate				X				
REVIEW OF WORK PROGRAMME	Regular	X	X	X					

Possible Future Issues / Items (Chronology)

Meeting dates:

Special meeting to be convened (October), 13 December 2011, 17 January 2012, 14 February 2012, 13 March 2012, 10 April 2012

Item	Corporate Priority / Targets	Suggested Action	Notes	Due Date and Status
OFSTED inspection paper	Support our Children and Young People	Members to go over in more detail the paper discussed in September 2011		Special meeting tba
The impact on Council Services following the opening of Academies	Support our Children and Young People	Members to consider	Requested at Committee in June 2011	December 2011 Deferred from November 2011
The future of careers advice following the reduction in the Connexions Service (inc information on the future of Connexions)	Support our Children and Young People	Members to be briefed	Requested at Committee in June 2011	December 2011 On Track
Out-of-Borough care Placements Task and Finish Report from Lancashire County Council.	Support our Children and Young People	Members to consider		December 2011 On Track
Disabled Respite Care – including elements of the Aiming Higher Paper	Support our Children and Young People	Members to be briefed on the future direction of respite care.	Requested at Committee in May 2011	December 2011 Deferred from October 2011

Possible future items for consideration:

- IT Systems
- Every Child matters
- Director of Public Health inc. work on Obesity and Diabetes (when appointed)
- Cheshire East Family Service – review in February 2012
- Childcare support for working parents
- School Organisation Plan
- Children's Centres Proposed Changes – possibly align with Cheshire East Family Service item
- How safeguarding issues are checked in schools
- Complaints – January 2012?

Training Requirements/Planned sessions

- Local Authorities' changing interface with schools and education
- The architecture of partnerships and consideration of the value they add.
- Site visit to CAT team

Disregarded / Discontinued Items

Item	Date	Reason
Post 16 Transfer of Funding to Local authorities	22.09.10	Responsibility no longer with LA
Analysis of School Performance	22.09.10	To be merged with educational attainment item
Early Years Funding Reform	22.09.10	Briefing heard on 27.07.10
Children's Centres	26.10.10	Dealt with as part of the Family Support review.
School Status report	26.10.10	Merged with Academies item
Interventions in Schools	26.10.10	To be dealt with in the schools inspection item.
School Admissions Policy / TLC review	14.12.10	Superseded by White Paper item
Redesign of Children's Services	17.02.11	Incorporated into Safeguarding item
Teenage Pregnancy	17.02.11	Superseded by Director of Public Health Item
NEETS	17.02.11	Superseded by Connexions Item
Macclesfield High School Review	04.05.11	Item no longer needing consideration
Transport for Young People	18.05.11	Superseded by Home to School Transport Review
Aiming Higher Report	13.06.11	Superseded by Disabled Respite Care item.
Member Engagement in Social Services Systems	03.08.11	Superseded by Training session on Contact, Referrals and Assessments

Task Groups – potential/current/completed

Title	Progress Notes	Actions
Managing the Provision of School Places (formerly TLC)	Went to Scrutiny November 2009.	
Residential Provision	Recommendations agreed 07.09.10 – went to Cabinet 20.09.10 for consideration. Members to review action plan following Officer's response to recommendations.	
Family Support	Reported to Committee 07.12.10. Went to Cabinet 20.12.10	Cabinet Response required ASAP
Education attainment	Set up Task and Finish Group to review the work of the multi agency improvement and achievement group	
Foster services	Recommendations agreed 04.11. Went to Cabinet 06.11	Cabinet Response required December 2011
Health and Looked After Children	Discuss with Health and Wellbeing Scrutiny Committee.	To set up with conjunction with the Health and Wellbeing Committee.
Cared for Children 16 plus service.	Set up Membership 28/06/2011 – deferred to January 2012	
Home to School Transport	Following recommendation from Cabinet meeting.	Membership approved.
Health and Cared for Children	Following Fostering service review – in partnership with H&W Committee	Membership approved

Dates of Future Cabinet Meetings

28 November 2011, 5 December 2011, 9 January 2012, 6 February 2012, 5 March 2012, 2 April 2012 and 30 April 2012.

Dates of Future Council Meetings

15 December 2011, 23 February 2012, 19 April 2012 and 16 May 2012.

This page is intentionally left blank



FORWARD PLAN 1 NOVEMBER 2011 - 29 FEBRUARY 2012

This Plan sets out the key decisions which the Executive expect to take over the next four months. The Plan is rolled forward every month. It will next be published in mid November and will then contain all key decisions expected to be taken between 1 December 2012 and 31 March 2012. Key decisions are defined in the Council's Constitution.

Reports relevant to key decisions, and any listed background documents may be viewed at any of the Council's Offices/Information Centres 6 days before the decision is to be made. Copies of, or extracts from these documents may be obtained on the payment of a reasonable fee from the following address:-

Democratic Services Team
Cheshire East Council ,
c/o Westfields, Middlewich Road, Sandbach Cheshire CW11 1HZ
Telephone: 01270 686463

However, it is not possible to make available for viewing or to supply copies of reports or documents, the publication of which is restricted due to confidentiality of the information contained.

A decision notice for each key decision is published within 6 days of it having been made. This is open for public inspection on the Council's Website, Council Information Centres and Council Offices.

The law and the Council's Constitution provides for urgent key decisions to be made. A decision notice will be published for these in exactly the same way.

Forward Plan 1 November 2011 to 29 February 2012

Key Decision	Decisions to be Taken	Decision Maker	Expected Date of Decision	Proposed Consultation	Relevant Scrutiny Committee	How to make representation to the decision made
CE11/12-4 Business Planning Process 2012/2015 - Business Plan	To approve the Business Plan for 2012/2015 incorporating updated budget and policy proposals together with the Capital Programme.	Cabinet, Council	6 Feb 2012	With all Members and a range of local stakeholders including PCT's, Parish Councils, social care representatives, businesses, trades unions, the schools forum and the public.	To be determined but expected to be a scrutiny budget consultation group.	Lisa Quinn, Director of Finance and Business Services