



NOTICE OF MEETING

CABINET MEMBER FOR EDUCATION

THURSDAY, 22 SEPTEMBER 2016 AT 5.00 PM

CONFERENCE ROOM A - SECOND FLOOR, CIVIC OFFICES

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CABINET MEMBER FOR EDUCATION

Councillor Neill Young (Conservative)

Group Spokespersons

Councillor Alicia Denny, UK Independence Party

Councillor John Ferrett, Labour

Councillor Suzy Horton, Liberal Democrat

(NB This Agenda should be retained for future reference with the minutes of this meeting.)

Please note that the agenda, minutes and non-exempt reports are available to view online on the Portsmouth City Council website: www.portsmouth.gov.uk

Deputations by members of the public may be made on any item where a decision is going to be taken. The request should be made in writing to the contact officer (above) by 12 noon of the working day before the meeting, and must include the purpose of the deputation (for example, for or against the recommendations). Email requests are accepted.

AGENDA

- 1 Apologies for absence**
- 2 Declarations of interests**
- 3 Education Portfolio Budget Monitoring Report for the First Quarter 2016/17 (Pages 1 - 6)**

Purpose of report

To inform the Cabinet Member of the projected revenue cash limit expenditure within the portfolio cash limit and capital programme for the current financial year 2016-17. This report sets out the budget position and contributing factors to the projected spend within the portfolio as at the end of June 2016.

RECOMMENDED

That the Cabinet Member notes the Education Portfolio forecast revenue and capital budget positions, at the end of June 2016 together with the variance and pressure explanations.

4 Dedicated Schools Grant Budget Monitoring Report for the First Quarter 2016/17 (Pages 7 - 12)

Purpose of report

To inform the Cabinet Member for Education of the projected revenue expenditure within the Dedicated Schools Grant (DSG) for the current financial year 2016-17 as at the end of the first quarter. This report sets out the forecast budget position for the year-end as at the 30th of June 2016.

RECOMMENDED

That the Cabinet Member notes the forecast year-end budget position for the Dedicated Schools Grant as at the end 30 June 2016, together with the associated explanations contained within the report.

5 Portsmouth Education Partnership (Pages 13 - 42)

Purpose of report

To inform the Cabinet Member for Education about the proposals to establish an Education Partnership for Portsmouth and the progress that has so far been made, including the publication of a consultation document and the implementation of some shadow arrangements.

The consultation document (Appendix 1) sets out proposals for a new Education Partnership for Portsmouth, led by schools but with the full participation of a range of stakeholders. The Partnership will have a clear focus on raising standards and improving educational outcomes for children and young people in Portsmouth. But it also offers opportunities for collective action through a range of initiatives.

RECOMMENDED that the Cabinet Member:

- (1) Notes the progress made to establish the Portsmouth Education Partnership; and**
- (2) Receives a follow up report to consider the outcomes of the consultation and approval of the final arrangements for the Partnership, including an outline of a new education strategy for the City.**

6 Portsmouth SEND Strategy: Remodelling Portsmouth specialist educational provision (Pages 43 - 94)

Purpose of report

The purpose of this report is to update the Cabinet Member for Education on the progress made in implementing the Portsmouth SEND Strategy, in

particular the remodelling of the specialist educational provision for children with special educational needs and disabilities.

RECOMMENDED that the Cabinet Member for Education:

- (1) Notes the progress made so far in implementing the SEND Strategy, including the remodelling of the specialist educational provision for children with special educational needs and disabilities.**
- (2) Notes the investment that has been made to improve and develop the specialist educational provision in Portsmouth for children with special educational needs and disabilities.**

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Agenda Item 3



Portsmouth
CITY COUNCIL

Decision maker:	Cabinet Member for Education Services
Subject:	Education Portfolio Budget Monitoring Report for the First Quarter 2016/17
Date of decision:	22 September 2016
Report from:	Chris Ward, Director of Finance and Section 151 Officer
Report by:	Richard Webb, Finance Manager
Wards affected:	All
Key decision:	No
Budget & policy framework decision:	No

1. Purpose of report

- 1.1. To inform the Cabinet Member of the projected revenue cash limit expenditure within the portfolio cash limit and capital programme for the current financial year 2016-17. This report sets out the budget position and contributing factors to the projected spend within the portfolio as at the end of June 2016.

2. Summary

- 2.1. The current forecast is for the total portfolio spending to be broadly in line with the revenue budget provision and capital programme. Expected pressures on school transport and school improvement are currently offset by staffing savings from vacant posts and additional income.

3 Recommendations

- 3.1 **It is recommended that the Cabinet Member notes the Education Portfolio forecast revenue and capital budget positions, at the end of June 2016 together with the variance and pressure explanations.**

4 Summary Position against Cash Limited Budget at the end of June 2016

- 4.1 At the commencement of the financial year 2016-17 the Education Portfolio was created following the separation from Children's Social Care and Safeguarding.
- 4.2 Under the approved financial arrangements, overspends and underspends are carried forward by the portfolio into the following financial year, as portfolio's are now expected to manage their financial resources across financial years in order to encourage medium term operational and financial planning. However, for this portfolio any balances from prior years have been subsumed corporately to provide a zero balance starting point for the new portfolio.
- 4.3 At the end of the first quarter a small overspend of £8k is currently forecast for the financial year as shown in the table below.

Service Area	Current Budget	Current Forecast	Variation
	£000	£000	£000
Senior Management	288	328	40
School Improvement	763	730	-33
Inclusion Support	3,714	3,761	47
Sufficiency, Participation & Support	1,008	962	-46
	5,773	5,781	8

The forecast variances to budget are explained further below.

- 4.4 **Senior Management** (£40,000 overspend): arrangements involved in the re-creation of a Director of Children's Services and supporting staff still requires some redirection of budget resources.
- 4.5 **School Improvement** (£33,000 underspend): difficulties in recruitment, turnover of staff and the holding of some posts vacant, has meant staffing costs in this area are currently forecast at £247,000 below budget. This may also be a contributing factor to the anticipated reduction in income of some £30,000. Of this overall saving, it is currently anticipated that about £185,000 will be directed towards the new arrangements being developed to deliver school improvement activities.
- 4.6 **Inclusion Support** (£47,000 overspend): home to school transport provides perennial budget pressures and the current forecast is for an overspend in the region of £160,000. Policy changes in prior years have assisted in reducing numbers of pupils transported; but the costs are not reducing proportionately. This pressure has been partially obscured by forecast savings from staff vacancies and turnover of £58,000 and additional income of £55,000 from usage of the Psychology services.
- 4.7 **Sufficiency, Participation and Support** (£46,000 underspend): staff vacancies and turnover, including the delayed appointment of the Head of Service, are resulting in an underspend in this area.

5 Capital Programme

- 5.1 Attached at Appendix 1 is the current capital budget monitoring position in respect of all schemes in the capital programme for Children and Education, which was approved by Council in 9th February 2016, together with narrative for any variances against the approved budget. The current approved budget incorporates an approved variation reflecting school contributions of £94,800 towards condition and modernisation works at schools.
- 5.2 The current variances in scheme costs suggest a small underspend against total scheme cost, which is likely to be taken up in additional costs as schemes progress over the summer months. Overall, the capital programme will be managed within available resources.

6 Summary

- 6.1 The portfolio budget is currently forecast to overspend slightly but within this there are significant variations in Transport provision, and the way education improvement support services are provided. These are generally offset by in year savings against staffing budgets due to vacancies and turnover.
- 6.2 The capital programme continues to be managed within the resources available.

7 Equality impact assessment (EIA)

- 7.1 No impact assessment has been carried out as the proposals do not have any impact upon a particular equalities group.

8 Legal comments

- 8.1 There are no legal implications arising directly from the recommendations in this report.

9 Director of Finance comments

- 9.1 Financial comments are contained within the body of the report.

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Chris Ward, Director of Finance and Section 151 Officer

Background list of documents: Section 100D of the Local Government Act 1972

The information upon which this report has been based has been drawn from a variety of sources; however much of the information used is held in budget files prepared by the Children and Education Finance Team. Please contact Richard Webb, Finance Manager, if required.

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by the Cabinet Member for Education on 22 September 2016

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Signed by: Cabinet Member



Children & Education CAPITAL BUDGETS

Item	Scheme	Revised Budget 16-17	Actual spend to	Manager Forecast Spend	Forecast Variance	Explanation
		£	£	£	£	
1	Primary Capital Programme	15,748,800	14,717,500	15,872,400	123,700	Overspend at Goldsmith Infant & Brambles Nursery for the additional works to the kitchen, extension to the temporary classrooms project, additional roofing works to section 4 and the kitchen area.
2	Victory School	10,209,500	10,193,400	10,209,800	300	
3	Sufficiency Programme Phase One 2013- 2015	6,511,300	6,145,100	6,515,800	4,500	
4	Sufficiency Programme Phase Two 2015- 2017	10,104,200	1,440,700	9,946,000	-158,100	Reduce programme to fund overspend in Primary Capital Programme line 1.
5	Secondary School Feasibility Study	150,000	41,400	150,000	0	
6	Temporary Accommodation	312,900	328,000	332,400	19,500	Second Phase of the project was more expensive. Had to buy a WC module for the accommodation and pump.
7	Vanguard Centre	2,500,000	188,700	2,500,000	0	
8	King Richard School Rebuild 900-1000 places	1,985,500	1,349,900	1,985,500	0	
9	Portsmouth College Sufficiency Post 16	245,000	243,200	244,000	-1,000	
10	Schools Devolved Formula Capital 2010-17	9,875,400	9,595,100	9,875,400	0	
11	Adaptations to Foster Carer Properties	195,000	85,700	195,000	0	
12	Universal Infant Free School Meal Works	791,000	790,600	787,300	-3,700	
13	Universal Infant Free School Meal Provision	628,700	588,700	628,700	0	
14	Salix	108,700	71,000	118,500	9,900	
15	St Edmunds SI Provision	537,000	478,300	488,200	-48,800	
16	Access SEN Pupils	277,400	248,000	283,200	5,800	
17	ALN Lift Repairs	42,200	41,100	42,200	0	
18	Mayfield East Field	800	800	800	0	
19	Schools Conditions Projects - Modernisation	1,463,200	1,231,700	1,484,500	21,300	
20	School Condition Projects 2014-2016	2,969,500	2,723,700	2,970,300	900	
21	King Richard - Contingency re Condition Issues	219,800	219,800	219,800	0	
22	Electrical Distribution Boards - Various Schools	90,900	90,900	90,900	0	
23	Cliffdale - Boilers/Heating System	340,500	340,500	340,500	0	
24	Fluorescent Light	235,800	235,800	235,800	0	
25	King Richard Legionella Control	172,700	172,700	172,700	0	
26	City Boys Legionella Control	36,400	36,400	36,400	0	
27	City Boys ASC Provision	7,500	7,500	7,500	0	
28	Wimborne Junior Boilers & Heating System	377,700	377,700	377,700	0	
29	Paulsgrove Primary Structural Repairs	43,100	43,100	43,100	0	
30	Meon Junior Emergency Lighting	46,100	46,100	46,100	0	
31	City Boys Concrete Panel Replacement	343,600	343,600	343,600	0	
32	Court Lane Junior Legionella Works	191,600	191,600	191,600	0	
33	Gatcombe Park Primary Window Replacement	35,600	35,600	35,600	0	
34	Highbury Primary Replacement Boiler & Heating (Design Only)	11,200	11,200	11,200	0	
35	Arundel Court Federation Legionella	1,800	1,800	1,800	0	
36	Cottage Grove Flat Roof Replacement	81,200	81,200	81,200	0	
37	Cumberland Infant Installation of Emergency Lighting	45,400	45,400	45,400	0	
38	Langstone Infant Asbestos in Boiler Room	2,400	2,400	2,400	0	
39	Moorings Way Replace Electrical Distribution Boards	33,600	33,600	33,600	0	
40	Arundel Court Foyer	80,500	80,500	80,500	0	
41	Meredith Annexe (Urgent H&S)	6,100	6,100	6,100	0	
42	Newbridge School Servery (Urgent H&S)	25,200	25,200	25,200	0	
43	Harbour @ Fratton Condition Works	7,900	7,900	7,900	0	
44	City Boys Science Block Roof Replacement	110,800	110,800	110,800	0	
45	Moorings Way Replace Flat Roofs	54,800	54,800	54,800	0	
46	Manor Infant Classroom remodel	15,000	15,000	15,000	0	
47	Mayfield School Kitchen Feasibility Study	5,000	5,000	5,000	0	
48	Harbour School Relocation Feasibility Study	10,000	10,000	10,000	0	
49	Southsea Infant Boiler Replacement	25,700	25,700	25,700	0	
50	Newbridge Junior Clinic Roof	8,100	8,100	8,100	0	
51	Stamshaw Junior Fencing and Security Improvements	26,300	26,300	26,300	0	
52	Portsmouth Primary Emergency Lighting	35,800	39,600	39,600	3,800	
53	Meredith Infant Boiler Controls	17,400	17,400	17,400	0	
54	Redwood Park Water Main Replacement	33,400	33,400	33,400	0	
55	College Park Boiler Controls	7,800	7,800	7,800	0	
56	Westover School Water Ingress	11,300	11,300	11,300	0	
57	School Conditions Project 2016/17	1,033,500	52,100	1,026,400	-7,100	
58	Secondary School Places Expansion Phase (1)	1,500,000	0	1,500,000	0	
59	Secondary School Places Expansion (2)	1,800,000	0	1,800,000	0	
60	Special Education Needs - Building Alterations	3,200,000	10,400	3,210,400	10,400	
	TOTAL	74,987,600	53,366,900	74,968,600	-18,600	Will be used as contingency to help emergency repairs in the winter months.

[Please note figures may not sum exactly due to roundings]

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Decision maker:	Cabinet Member for Education Services
Subject:	Dedicated Schools Grant Budget Monitoring Report for the First Quarter 2016/17
Date of decision:	22 September 2016
Report from:	Chris Ward, Director of Finance and IS
Report by:	Richard Webb, Finance Manager
Wards affected:	All
Key decision:	No
Budget & policy framework decision:	No

1 Purpose of report

- 1.1 To inform the Cabinet Member for Education of the projected revenue expenditure within the Dedicated Schools Grant (DSG) for the current financial year 2016-17 as at the end of the first quarter. This report sets out the forecast budget position for the year-end as at the 30th of June 2016.

2 Background

- 2.1 The DSG is a ring-fenced grant for Education and can only be used for the purposes of the Schools Budget as defined in the School and Early Years Finance (England) Regulations.
- 2.2 The original DSG budget for the financial year 2016-17, was approved by the Cabinet Member for Children and Education and endorsed by Schools Forum in January 2016. The budget was subsequently revised and agreed by the Cabinet Member for Education on the 30th June 2016. This report provides the Cabinet Member with a forecast estimate of the year-end outturn based on the position as at 30 June 2016.

3 Recommendations

- 3.1 It is recommended that the Cabinet Member notes the forecast year-end budget position for the Dedicated Schools Grant as at the end 30 June 2016, together with the associated explanations contained within the report.

4 Dedicated Schools Grant forecast position as at the end of June 2015

- 4.1 Table 1 below sets out the forecast year-end financial position of the DSG budget as at 30 June 2016.

Table 1

DEDICATED SCHOOLS GRANT	Original Estimate 2016/17 £000's	Revised Estimate 2016/17 £000's	Projected Outturn £'000's	Projected over/ (under) spend £'000's
DSG : Devolved				
Primary ISB	46,665	45,492	43,859	(1,633)
Secondary ISB	19,141	19,141	19,141	0
Special school place funding	2,837	2,901	2,901	0
Resource unit place funding	635	635	635	0
Alternative provision place funding	1,530	1,297	1,277	(20)
Total Devolved DSG	70,808	69,466	67,813	(1,653)
DSG : Retained				
De-Delegated Budgets, Growth Fund and centrally retained	1,285	1,275	1,204	(73)
Early Years	10,979	10,979	10,928	(51)
High Needs	10,447	10,616	10,803	187
Total Expenditure	93,519	92,336	90,747	(1,589)
DSG and other Specific Grants	(93,210)	(92,027)	(90,394)	1,633
DSG Brought Forward	(309)	(5,048)	(5,048)	0
DSG Carried Forward	0	4,739	4,696	(43)
Total Income DSG	(93,519)	(92,336)	(90,777)	1,589
TOTAL Dedicated Schools Grant	0	0	0	0

The figures in the above table are subject to rounding to the nearest £1,000 and may not calculate exactly

Academy conversions

- 4.2 As per the table above the "Primary ISB" and "DSG and other specific grants" are showing a variance due to Court Lane Infant and Junior schools planning to convert to academy status from 1st September 2016. The school allocations have been adjusted so that the schools only receive the income attributable to the maintained period; this enables the schools to monitor effectively in the period leading up to the conversion. Following conversion the budgets will be adjusted to reflect the recoupment of DSG funding by the Education Funding Agency (EFA).

High Needs ISB

- 4.3 The Authority is due to fund two emergency places at the alternative provision unit at Flying Bull Academy in addition to the 12 commissioned places paid for directly by the Education Funding Agency (EFA).

De-delegated and growth fund

- 4.4 Allocations totalling £292,627 have been paid from the growth fund to seven eligible maintained schools and four eligible academies. The original budget contained funding for known increases in the Published Admission Number (PAN) for 2016-17 and capacity to fund a further increase in (PAN) at two further schools during the course of the year. The Education Strategic Commissioning and Place Planning Team, have confirmed that no further increases in PAN are expected during the remainder of the 2016-17 financial thus giving an underspend of £72,673.

Early Years

- 4.5 The nursery quality standards budget is underspent due to a vacancy, the service are considering how best to utilise the post.
- 4.6 At the time of closing the accounts the summer term pupil data wasn't available from the early years settings and therefore it is too early to forecast the year end out-turn. Once received the summer term pupil numbers will be used to forecast the year-end financial position, which will be reported in the Quarter 2 budget monitoring report.

High Needs

- 4.7 The high needs budgets are the most volatile area of the DSG and as such the most difficult to predict. It is too early in the year to accurately predict the impact of the September cohort on the element 3 top up funding for special schools and academies. The forecast position will be updated in the quarter 3 report after the autumn term pupil information has been processed.
- 4.8 The first quarter of 2016-17 has seen a further increase in the top-up funding paid to mainstream schools to support children with high needs where the cost of additional support exceeds the £6,000 which is met by the school. As at the 30 June, the forecast was showing an estimated overspend of £31,000. Since closing the first quarter's accounts, notification has been received of a further £75,000 of top-up payments to be made to mainstream schools. The SEND (Special Education Needs and Disabilities) Team have identified that the number of pupils who receive funding to support their additional needs in mainstream settings has increased by 63 (27%) over the summer term.
- 4.9 The budget for children in Out of City placements is over spending by £187,000. The budget was increased by £200,000 in 2016-17 when compared to 2015-16 to allow for the full year effect of children who started in a placement part way through 2015-16. Whilst the overall number of pupils in

Out of City placements has not increased from the 2015-16 position (38), the average cost of the placements has increased from £43,329 to £48,663. This is due to four pupils costing £60,886 having ceased their placements and four new pupils with costs of £169,000 having started placements. There are also a number of changes to the placement costs for continuing pupils that have seen a nett increase in funding of £18,000.

Brought forward / Carry forward

- 4.10 Of the £5.048m carry forward the Authority has received approval to transfer up to £2m to the capital programme. The funding will be used to remodel two special schools in Portsmouth to enable them to admit pupils with more complex needs. The contribution to the capital programme will be transferred later in the year.

5 Equality impact assessment (EIA)

- 5.1 No impact assessment has been carried out as the proposals do not have any impact upon a particular equalities group.

6 Legal comments

- 6.1 There are no legal implications arising directly from the recommendations in this report.

7 Director of Finance comments

- 7.1 Financial comments are contained within the body of the report.

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Chris Ward, Director of Finance & IS

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location
DSG Budget Monitoring	Education Finance Team
School & Early Years Finance (England) Regulations 2015	www.legislation.gov.uk

The recommendation(s) set out above were approved/ approved as amended/ deferred/
rejected by on

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Signed by:

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Agenda Item 5



Decision maker	Cabinet Member for Education
Subject:	Portsmouth Education Partnership
Date of decision:	22 September 2016
Report from:	Alison Jeffery, Director of Children's Services
Report by:	Mike Stoneman, Deputy Director of Children's Services - Education
Wards affected:	All
Key decision (over £250k):	No

1. Purpose of report

- 1.1 The purpose of the report is to inform the Cabinet Member for Education about the proposals to establish an Education Partnership for Portsmouth and the progress that has so far been made, including the publication of a consultation document and the implementation of some shadow arrangements.
- 1.2 The consultation document (Appendix 1) sets out proposals for a new Education Partnership for Portsmouth, led by schools but with the full participation of a range of stakeholders. The Partnership will have a clear focus on raising standards and improving educational outcomes for children and young people in Portsmouth. But it also offers opportunities for collective action through a range of initiatives.

2. Recommendation

- 2.1 It is recommended that the Cabinet Member:
 - a) Notes the progress made to establish the Portsmouth Education Partnership; and
 - b) Receives a follow up report to consider the outcomes of the consultation and approval of the final arrangements for the Partnership, including an outline of a new education strategy for the City.

3. Background

- 3.1 The educational landscape is undergoing a period of significant change. The White Paper '*Educational Excellence Everywhere*' confirmed the Government's commitment to a school-led, self-improving system, and every school to become an academy by 2022. Whilst it signaled an end to the local

authority's current responsibilities in terms of school improvement, the White Paper also set out a clearly defined continuing and important role for local authorities: ensuring every child has a school place; ensuring the needs of vulnerable children and young people are met; and acting as a champion for parents and families.

- 3.2 In recognition of these changes and the Ofsted inspection earlier this year of the council's arrangements for school improvement, discussions have been held with headteachers, governors and MAT leaders, led by an experienced education consultant, to explore their views and ideas around partnership working in the city. These discussions to date have indicated two things:
- a) There is a strong appetite to develop new collective arrangements, led by schools, which provide a vehicle through which schools, academies, MATs, colleges, the university, teaching schools and wider stakeholders can take forward well founded joint projects and programmes and ensure that system resources, including NLEs, SLEs, LLEs and NLGs, can be effectively deployed across the city. There is an anxiety that without some form of collective arrangements, academisation, whatever advantages it may bring, could lead to a fragmentation of the education system in Portsmouth. There is also a desire to maintain and build on historic strong relationships between schools and between schools and the local authority.
 - b) There is developing consensus around a number of key priority areas where collective action could add value, over and above the efforts of individual schools, academies and MATs. If a Partnership is established, its priorities and annual work programme will need to be agreed formally through the governance arrangements established for the Partnership.

4. **Portsmouth Education Partnership**

- 4.1 The consultation document sets out some **guiding principles** which include shared accountability and collective responsibility for all pupils in Portsmouth, promoting a culture of openness and trust and ensuring that all available resources are well used and duplication is avoided.
- 4.2 A number of **priority areas** have been identified but others are likely to emerge. Priority areas include:
- Creating more options for schools and academies to receive the highest quality challenge and appraisal
 - Co-ordinating school improvement support and making effective use of system leaders
 - Teacher recruitment and retention, including career pathway development
 - Leadership development at all levels
 - Curriculum development and subject networks
 - Inclusion
 - Recruiting and supporting volunteers working in schools

- Collective interface for Multi Academy Trusts that operate in the City
- 4.3 In terms of **structures**, it is proposed that a Strategic Board be established to steer the work of the Partnership and develop and agree the strategic vision and priorities, chaired by an independent Chair. Below that Strategic Board, an Operational Group could sit which would meet every half term and which would be accountable to the Strategic Board. The Operational Group would be the engine of the Partnership, responsible for analyzing the data and proposing priorities / areas of action. Membership of the Partnership would be open to all schools and a range of partners.
- 4.4 In the first two years the local authority will be investing **resources** both in terms of staff time and funding. This includes the arrangements with the Portsmouth Teaching School Alliance to deliver school improvement on behalf of the local authority for its maintained schools but embedded as part of the Partnership. Schools will not be asked to help resource the work of the Partnership overall. Individual projects may require full or part funding from participating schools. As and when local authority funding ceases to be available, it will be for schools to decide whether the Partnership is a structure which they wish to underpin financially and if so how.

5. Shadow arrangements

- 5.1 The changing educational landscape and the changing role of the local authority in terms of school improvement is making a strong case for change. But this is reinforced by the latest set of provisional results for 2016 (refer to [Appendix 2](#)). Whilst there was an improving picture overall in terms of KS4 results, the provisional data for KS1 and KS2 show that our gap with the national average has widened.
- 5.2 Rather than wait for the outcomes of the consultation and in response to a clear view from schools that we should press on, shadow arrangements have been put in place including a shadow Strategic Board and a shadow Operational Group (draft Terms of Reference are attached at [Appendices 3 and 4](#)).
- 5.3 The Operational Group met on 13th September 2016 and will meet again on 11th October 2016. An early focus of the Group is to undertake a detailed analysis of the data to determine which schools need the greatest level of challenge and support and in which areas this support should be focussed. For LA maintained schools this will form part of the school improvement work that the council has contracted the Portsmouth Teaching School Alliance to deliver on its behalf.
- 5.4 The Strategic Board is due to meet on 18th October 2016. An independent chair (Hilary Loder) has been appointed.
- 5.5 A formal launch of the Partnership is planned for 4th November 2016 at The Portsmouth Marriott Hotel.

6. Equality impact assessment

- 6.1 The development of the Portsmouth Education Partnership will not have a negative impact on any of the equality groups. A key priority of the Partnership is to promote inclusion particularly with regard to SEND, as reflected by the statement: *'Our ambition is for Portsmouth to be a leading example of good, inclusive practice, with the vast majority of children and young people with SEND able to have their needs identified early and met within what is 'ordinarily available' (universal and targeted services) across education, health and care. Where additional support is required, this needs to be accessed in a timely way and should be of a high quality.'* A full EIA was therefore not required.

7. Legal comments

- 7.1 It is understood that the intention of the parties is to form an informal partnership arrangement which does not seek to require incorporation by registration at Companies House. As such, it will not be a separate legal entity and its role is an advisory one only.
- 7.2 The Schools Forums (England) Regulations 2012 set out the composition, constitution and procedures of schools forums, any priority areas which the partnership advises on must not duplicate the role of the school forum in any way,
- 7.3 It should be noted that no decision of the Strategic Board (SB) or the Operational Group (OG) should be capable of binding any party to any *agreed* decision including expenditure or resource commitments.
- 7.4 Moving forward clear operational terms will need to be drafted for both the SB and OG setting out voting rights and scheduled meetings.

8. Finance comments

- 8.1 As highlighted within the report, the government is intending to remove the current school improvement responsibilities from Local Authorities. It is intended that these responsibilities will cease from September 2017.
- 8.2 In addition, the government has also announced the cessation of the Education Services Grant (ESG) from April 2017. In recognition of the fact that the school improvement responsibilities continue until 2017, the government has confirmed that transitional funding will be made available from April to August 2017.
- 8.3 In order to support the establishment of the Portsmouth Education Partnership, the Local Authority will be investing resources both in terms of staff time and funding, in its first two years; by reallocating resources from within its existing staffing establishment and available budgets.

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Signed by: Alison Jeffery, Director of Children's Services

Appendices

- Appendix 1 - Portsmouth Education Partnership Consultation document
- Appendix 2 - Provisional Educational Attainment and Progress Results 2016
- Appendix 3 - Strategic Board Terms of Reference
- Appendix 4 - Operational Group Terms of Reference

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location
Detailed action plan to address issues identified by Ofsted in its inspection of the arrangements for school improvement in Portsmouth 6 May 2016	Education

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by on

.....
Signed by:

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Portsmouth Education Partnership Pulling Together: Achieving More



Consultation on a new Education Partnership for Portsmouth

Foreword

Schools and academies in Portsmouth work very hard to help children and young people develop the understanding, skills and character they need to succeed and live fulfilled lives. School leaders take seriously their responsibility for the quality of their individual institutions and there are good examples of schools and academies working together on different initiatives and in clusters supporting each other's improvement. There are clearly some significant strengths within the current education system in the city.

There is also significant change ahead for Portsmouth. The White Paper '*Educational Excellence Everywhere*' confirmed the Government's commitment to a school-led, self-improving system, and every school to become an academy by 2022. Whilst it signaled an end to the local authority's current responsibilities in terms of school improvement, the White Paper also set out a clearly defined continuing and important role for local authorities: ensuring every child has a school place; ensuring the needs of vulnerable children and young people are met; and acting as a champion for parents and families.

The Government will shortly be announcing the first wave of *Achieving Excellence Areas* and we are hopeful that Portsmouth will be part of that initiative, bringing new efforts and focus to the development of leadership capacity and school improvement in the city. Expansion of Multi Academy Trusts (MATs) driving improvement across groups of schools, in some cases with links to schools outside the city, will involve changes to school governance. The local authority will have a continuing and important role, but there will be differences.

Strong leadership of, and commitment to excellence within individual schools/academies is essential. Support through MATs has also been shown within the city to have the potential to make a valuable contribution. However, to achieve the outcomes we want to see for all young people in the city, we believe that a further development is needed. There also needs to be leadership of the system as a whole: promoting a strong open, trusting, learning culture across the city; ensuring that support for improvement is directed where it is most needed and will have maximum impact; and making sure that all possible opportunities are taken for effective collective action where that action will add value.

This consultation document sets out proposals for a new Education Partnership for Portsmouth, led by schools but with the full participation of a range of stakeholders. The Partnership will have a clear focus on raising standards and improving educational outcomes for children and young people in Portsmouth. But it also offers opportunities for collective action on a range of areas of work that will support this objective. We hope that you will engage with the proposals set out here, and let us have your views, so that arrangements can be put in place as soon as possible and which have the confidence and support of colleagues.


The proposals here focus initially on collective action to strengthen school education. We envisage active participation in the work of the Partnership, however, by colleagues in further and higher education, and indeed in early years education, and it would be possible for the Partnership's work programme to include activities which draw on, and impact on, strengths and developments in those sectors.

We are keen to get arrangements in place quickly, if current indications of support are confirmed. The consultation will therefore end formally on Friday 21st October 2016, when we will assess the position in the light of responses. There will be lots of opportunities to shape this agenda during 2016/17 and we look forward to working with you to develop the partnership over the course of next year.

Cllr Neill Young, Lead Member for Education, Portsmouth City Council



Alison Jeffery, Director of Children's Services, Portsmouth City Council



Steve Labeledz, Executive Head, Salterns Academy Trust and Chair of Secondary School Heads



Polly Honeychurch, Headteacher, Cottage Grove Primary School and Chair of Primary Heads



Alison Beane, Executive Head, Solent Academies Trust and Chair of the Special Schools



Executive summary

Introduction

Early discussions with headteachers, governors, teaching schools and Academy Trust leaders have indicated a strong appetite for collective arrangements in the City, led by schools, to take forward joint projects and programmes that matter to Portsmouth and which can make a difference in terms of raising standards and improving outcomes for children and young people. Furthermore, there is a developing consensus around a number of key priority areas.

This is set against a changing educational landscape and the Government's commitment to a school-led, self-improving system, in which all schools are encouraged to become academies.

The time is right to consider the development of a new Education Partnership for Portsmouth, to build on the historic and strong relationships between schools and between schools and the local authority and ensure that rather than seeing a fragmentation of the educational system in Portsmouth we see greater levels of collaboration and partnership working.

Principles

The consultation documents set out some guiding principles which include shared accountability and collective responsibility for all pupils in Portsmouth, promoting a culture of openness and trust and ensuring that all available resources are well used and duplication is avoided.

Priorities

A number of priority areas have been identified but others are likely to emerge. Priority areas include:

- Creating more options for schools and academies to receive the highest quality challenge and appraisal

- Co-ordinating school improvement support and making effective use of system leaders
- Teacher recruitment and retention, including career pathway development
- Leadership development at all levels
- Curriculum development and subject networks
- Inclusion
- Recruiting and supporting volunteers working in schools
- Collective interface for Multi Academy Trusts that operate in the City

Structures

It is proposed that a **Strategic Board** be established to steer the work of the Partnership and develop and agree the strategic vision and priorities, chaired by an independent Chair.

Below that Strategic Board, an **Operational Group** could sit which would meet every half term and which would be accountable to the Strategic Board. The Operational Group would be the engine of the Partnership, responsible for analyzing the data and proposing priorities / areas of action.

Membership of the Partnership would be open to all schools and a range of partners.

Resources

In the first two years the local authority will be investing resources both in terms of staff time and funding. This includes the contract with the Portsmouth Teaching School Alliance to deliver school improvement on behalf of the local authority for its maintained schools but embedded as part of the Partnership. Schools will not be asked to help resource the work of the Partnership overall. Individual projects may require full or part funding from participating schools. As and when local authority funding ceases to be available, it will be for schools to decide whether the Partnership is a structure which they wish to underpin financially and if so how.

1. A Vision for Portsmouth: what could a new Partnership achieve?

Following the Ofsted inspection of school improvement in the city, the publication of the Government's White Paper, '*Educational Excellence Everywhere*', and the Queen's Speech on 18th May which paves the way for the Education for All Bill later this year, discussions have been held with headteachers, governors and MAT leaders, led by an experienced education consultant (Rebecca Matthews), engaged specifically to explore with stakeholders their views and ideas around partnership working in the city. These discussions to date have indicated two things:

- a) There is a strong appetite to develop new collective arrangements, led by schools, which provide a vehicle through which schools, academies, MATs, colleges, the university, teaching schools and wider stakeholders can take forward well founded joint projects and programmes and ensure that system resources, including NLEs, SLEs, LLEs and NLGs, can be effectively deployed across the city. There is an anxiety that without some form of collective arrangements, academisation, whatever advantages it may bring, could lead to a fragmentation of the education system in Portsmouth. There is also a desire to maintain and build on historic strong relationships between schools and between schools and the local authority.
- b) There is developing consensus around a number of key priority areas where collective action could add value, over and above the efforts of individual schools, academies and MATs. If a Partnership is established, its priorities and annual work programme will of course need to be agreed formally through the governance arrangements established for the Partnership. Examples of these priority areas are set out in section 3 below, however, to illustrate the contribution a Partnership could offer to raise the bar in the city.

2. Principles

The work of the Partnership could be guided by agreed principles which could include some or all of the following:

- a) All partnership work will have a collective focus on improving standards city wide, with accountability shared across the city
- b) All pupils learning within a Portsmouth school or academy are regarded as Portsmouth learners for whom there is a collective responsibility
- c) The Partnership will promote a culture of openness and trust in order to achieve maximum acceleration of improvement
- d) All schools should be good or better and the partnership will focus its attention to achieving this goal
- e) No school should be left isolated
- f) Support should be brokered from a variety of sources, focusing on pre-emptive and preventative action
- g) Resources should be used well and duplication avoided

- h) Robust quality assurance measures should be used to ensure value for money
- i) Local strategic priorities should be set by the Strategic Board following consultation
- j) The Partnership should be a forum for communication and improvement, with schools and stakeholders held to account.

3. Potential partnership priorities and actions

There are many possible areas in which a new Partnership could make a tangible difference in terms of raising standards and improving the educational outcomes for children and young people in Portsmouth. The potential priority areas below are just a selection of ideas which have been discussed with colleagues.

a) Creating more options for schools and academies to receive the highest quality challenge and appraisal on a regular basis, in a culture of trust and openness.

Against the background of daily challenges, anxiety about accountability and competition between schools for students, it has not always been easy for schools to acknowledge openly where they need support and engage fully with the support which has been available. The position has improved in recent years, but a Partnership explicitly committed to honest challenge and support, offering a wider range of opportunities for support self evaluation and review, could open up more opportunities for improvement across the city and ensure that resources available across the system are well exploited and well targeted. One option currently being explored for example, may be a new arrangement between a school led Portsmouth Partnership and the national Challenge Partners organisation, providing cost effective, tailored challenge processes and access to high quality expertise from outside as well as within the city. The Partnership could also explore the development of other triad or pairing relationships within and beyond the city, developing shared rigorous processes and expectations around the use of review findings. In all review and challenge work the Partnership would be able to draw on the well regarded data analysis capacity and expertise in the council's Education Service which was praised in the 2016 Ofsted inspection. A particular focus of challenge activities could be around how schools promote improved achievement by disadvantaged and potentially vulnerable children and young people, to narrow the current achievement gaps. Equally, challenge activities could explore how all young people, including the most able, are supported to achieve their full potential.

b) Coordinating school improvement support so that there is no duplication, and the most effective use is made of all the available expertise in the city including NLEs, SLEs, LLEs and NLGs

The Partnership has the potential to be the vehicle through which the current teaching school, and possible future teaching school(s) based in the city, MATs and local authority resources could be brought together so that a fully planned and prioritised school improvement offer is made across the city.

There is agreement that the current arrangements are not making optimal use of the available resources in terms of funding or expertise. As a potential Achieving Excellence Area, the co-ordination of additional support will be essential. Through the Partnership, the commissioning and dissemination of support opportunities could be coordinated. It would also be possible for this to include oversight of the allocation and quality assurance of support provided to schools causing concern. Collective planning of CPD opportunities could reduce the need for staff to travel out of the city and/or achieve better economies of scale. It would also provide a vehicle for collective curriculum planning where this is helpful and can add value.

The council will be commissioning the Portsmouth Teaching School Alliance to deliver some of its statutory school improvement functions in 2016/17, particularly with respect to schools causing concern, but would like to see this embedded as part of the work of the Portsmouth Education Partnership.

c) Collective action on teacher recruitment and retention, including career pathway development

There is clear agreement on the value of a city-wide approach to bringing new teachers into the city, building on existing structures and activities including the two successful recruitment fairs held earlier this year. In addition to promotional literature, options around housing (currently being considered by the council) and the local CPD offer, this could also include exploring options for planning career pathways across city schools rather than within individual schools or MATs, in order to retain and develop talent.

d) Collective approaches to leadership development at all levels

New development programmes could potentially be designed and resourced through the Partnership for leaders at all levels, from middle level leaders to potential executive headteachers/MAT leaders/CEOs of Academy Trusts. Putting in place a strong leadership pipeline, while also encouraging movement in and out of the city, is important for future system leadership capacity.

e) Curriculum development and subject networks

The Partnership could oversee curriculum development projects and host subject networks through which subject expertise and resources could be developed and sourced. The University Technical College, opening in September 2017, has the potential to stimulate and strengthen science, technology, engineering and maths (STEM) education across the city, and the Partnership would be an appropriate vehicle through which to secure that positive impact.

f) Collective approaches to key inclusion issues

Successful strategies for inclusion in the city depend on schools operating in consistent ways, with shared values and principles. The future funding of Alternative Provision is a good example of an area in which a consistent, coherent strategy could make the difference between a successful, viable programme and fragmented, expensive and disjointed provision. The Partnership could be a vehicle for agreeing a city wide approach, which could include, for example, shared training in restorative approaches to supporting behaviour, linked to the proposed city wide restorative approach to social care and family support through the Portsmouth “Stronger Futures” strategy for sustainable children and family services.

City-wide approaches to engaging parents and wider stakeholders could also be potentially powerful and need school and MAT engagement. An early example of collaboration here will be the recently agreed Get-Involved campaign to be delivered by Capital Radio in the Autumn 2016, aimed at encouraging teenagers to attend school regularly.

The Partnership will seek to support not replace existing inclusion strategies and actions that are in place, notably the special educational needs and disability (SEND) strategy which aims to further develop a range of high quality support services that contribute to removing the barriers to achievement. Our ambition is for Portsmouth to be a leading example of good, inclusive practice, with the vast majority of children and young people with SEND able to have their needs identified early and met within what is 'ordinarily available' (universal and targeted services) across education, health and care. Where additional support is required, this needs to be accessed in a timely way and should be of a high quality.

g) A collective scheme for recruiting and supporting volunteers working in schools

This could include, for example, a programme for placing increased numbers of student volunteers to support delivery of key parts of the curriculum, linked to the University's plans for stepping up significantly student volunteering in the city.

This will build on volunteering programmes already in place, notably the volunteering work of Portsmouth College's students in schools.

h) A collective interface for Multi Academy Trusts that operate in the city

Discussions to date with leaders of MATs operating in Portsmouth have indicated that they would welcome the opportunity to meet together on a regular basis, with or through a new Partnership so that shared issues can be discussed and options explored for drawing most effectively on strategic and operational capacity within MATs for the benefit of the city.

- i) Finally, there is the opportunity to use the Partnership to develop a **comprehensive strategy for strengthening education in the city**, around which a wide range of stakeholders could mobilise. It is envisaged that consultation on that strategy could take place during the Autumn. The strategy could be wide ranging, from early parental engagement supported through maternity and health visiting services, to effective school and MAT organisation addressing transition and other issues, school led system improvement, multi agency support for vulnerable children and young people and their families, efforts to increase the proportion of young people attending university and focused work to equip more young people to take advantage of high level apprenticeships

4. How might an Education Partnership work?

Structures

It is important that there are clear decision making arrangements for the Partnership, and a clear set of principles and values guiding its work.

On decision making, it is proposed that a **Strategic Board** should steer the work of the Partnership and develop and agree the strategic vision and priorities. It is also important, however, that there is significant dispersed leadership and active engagement by leaders and staff across schools. The Partnership would be looking for system leadership across the schools community not leadership by a few schools.

One option might be small group leadership of individual priority areas overseen by the Board. It would not be appropriate for the council to chair the Board. The council's role would be to facilitate transition to a school led system, with the Partnership acting with increasing independence. The Strategic Board could be chaired either by a Headteacher, or by an independent Chair, as in some other areas of the country.

Below that Strategic Board, and similar to structures found in other partnerships, an **Operational Group** could sit which would meet every half term and which would be accountable to the Strategic Board. This could be the engine of the partnership,

responsible for analysing the data and proposing priorities / areas of action. The LA's current school assessment process and categorization of schools to determine levels of support and intervention (minimum, moderation and maximum) would transfer to this group to provide a more open and transparent dialogue and analysis. A new forward looking annual challenge process would be implemented, focusing on schools where pupils are making below expected levels of progress, underpinned by an annual needs based analysis to determine priorities and use of resources.

Developing the details of how the Partnership works will require co-ordination and commitment among schools. Schools will need space to construct and modify arrangements themselves. This can be a more time consuming process than providing a blueprint, but it is ultimately more likely to lead to a consensus which is more binding on schools as participants rather than recipients. Whatever is achieved there has to be a collective effort, not reliant on a few key individuals, but rather, rooted in system leadership.

Membership of the Partnership would be open to all schools and a range of partners including post-16 and Higher Education and early years settings. A possible membership of the Strategic Board could contain the following:

- Independent chair (or from the general membership, by election)
- 3 x secondary HT
- 1x special HT
- 4 x primary HT
- 2 x academy trusts
- 2 x post-16 Principal
- 1 x HE
- Director of Children's Services, PCC
- Deputy Director of Children's Services - Education, PCC
- Director, Teaching School(s)
- Deputy Director of the Regional Schools Commissioner
- 2 x Diocese

Resources

In the two years the local authority will be investing resources both in terms of time and funding. This will include the contract with the Portsmouth Teaching School Alliance to deliver school improvement on behalf of the local authority but embedded as part of the Partnership. The local authority will also provide dedicated support in terms of data analysis, administrative support and senior officer time to facilitate and contribute to the work of the Partnership. Ultimately, however, the success of the Partnership will be dependent on support from schools both in terms of a time commitment and potentially some funding. A funding contribution from schools would reinforce the commitment and secure a sustainable future. In the first instance,

however, it is proposed that the Partnership establishes itself and proves its worth, with support from the local authority, prior to putting forward such a request.

The potential of Portsmouth becoming an *Achieving Excellence Area* may lead to additional resources being made available which may be channeled through the Teaching School(s) and overseen through the Partnership. The Deputy Regional Schools Commissioner with responsibility for Portsmouth has also indicated that RSC resources could potentially be brought to the Partnership table too.

5. Consultation

We would be grateful for your views and comments about the proposed Education Partnership for Portsmouth. Questions to consider could include:

- Do you agree with the vision as described in Section 1 and the purpose of the Partnership?
- Do you agree with the principles set out in Section 2 of this document? Are there others that should be included?
- Do you have any comments on the possible priorities identified in Section 3? Do you have other ideas?
- Do you think the proposed structure set out in Section 4 makes sense? Do you agree with the suggested composition of the Strategic Board?
- Do you feel your school / institution can contribute to the work of the Partnership? Would you be interested in being a member of the Strategic Board and/or Operational Group?

Please could you insert any comments in the box on the next page and return it to the address shown below by Friday 21st October 2016.

By post:

Mike Stoneman
Deputy Director of Children's Services - Education
Education
Portsmouth City Council
Floor 2, Core 5/6
Civic Offices
Guildhall Square
Portsmouth PO1 2EA

By email: mike.stoneman@portsmouthcc.gov.uk

Comments / Feedback on the proposed Portsmouth Education Partnership

Provisional Educational Attainment & Progress Results 2016

1. Purpose

This summary provides an overview of 2016 provisional results for Portsmouth across all key stages.

2. Context

- 2.1 A new assessment framework was introduced from 2015-16 which removed assessment by levels and introduced scaled scores and expected standards at key stage 1 and key stage 2. Due to these changes in assessment frameworks, 2016 results for KS1 and KS2 cannot be directly compared with previous years.
- 2.2 A new accountability framework was also introduced at key stage 4 which includes new headline measures of performance.

3. Overview of Performance

- 3.1 Provisional results for 2016 are set out in the tables overleaf. A summary overview of performance at each stage is given below:
- 3.2 **EYFSP** - provisional results for 2016 are in line with the proxy national having been above in 2015. The percentage of children achieving a good level of development has increased from 69% in 2015 to a provisional result of 69.7%.
- 3.3 **Phonics Yr 1** - provisional results for 2016 are in line with the proxy national having been below national in 2015.
- 3.4 **Key Stage 1** - provisional results for 2016 are below the proxy national having been above national in 2015.
- 3.5 **Key Stage 2 Attainment** - provisional outcomes are below national as has been the case in previous years, and the gaps from Portsmouth's performance to national averages have increased in reading, writing and in maths, as well as the combined measure. For all pupils achieving at least the expected standard in Reading Writing & Maths, Portsmouth is provisionally joint 140th out of 150 local authorities nationally in 2016.
- 3.6 **Key Stage 2 Progress** - Average progress scores for reading, writing and maths are all negative and significantly below the national average.
- 3.7 **Key Stage 4** - Attainment in GCSEs has improved from 2015, with the percentage of pupils achieving both English and Maths GCSE grades A*-C improving from 52.6% to 57.5%.

Early Years Foundation Stage Profile (EYFSP), Phonics and Key Stage 1

	2016 Portsmouth provisional (%)	2016 Proxy National* (%)	2016 Gap - Portsmouth Prov. to Proxy National 2016	2015 Gap - Portsmouth to National
EYFSP - Good Level of Development	69.7	69.3	0.4	3
Phonics Yr 1	81.4	80.6	0.8	-3
KS1 Reading	72.6	74.0	-1.4	2
KS1 Writing	62.6	65.5	-2.9	2
KS1 Maths	70.7	72.6	-1.9	1
KS1 Combined	58.5	60.3	-1.8	n/a

* Proxy national is from NCER and based on LAs having submitted their provisional results (over 150 out of 152 LAs have done so).

Key Stage 2: Attainment

	2016 Portsmouth Provisional (%)	2016 National Provisional (%)	LA Ranking (Portsmouth's ranking out of 150 LAs)	2016 Gap - Portsmouth to National (Prov.)	2015 Gap - Portsmouth to National (previous measure)
KS2 Reading, Writing & Maths Combined - % meeting expected standard	47.6	53	140	-5.4	-2
KS2 Reading - % meeting expected standard	61.3	66	119	-4.7	-1
KS2 Writing - % meeting expected standard	72.6	74	114	-1.7	-1
KS2 Maths - % meeting expected standard	63.8	70	135	-6.3	-1

Key Stage 2: Progress

Key stage 2 progress scores are measured from pupils' starting points at the end of key stage 1 assessments to their outcomes at key stage 2 assessments. A positive progress score means that pupils made on average more progress than pupils nationally.

	2016 Portsmouth Provisional	2016 National	Difference to national
KS2 Reading Average Progress score	-1.6	0	Significantly below the national average
KS2 Writing Average Progress score	-1.4	0	Significantly below the national average
KS2 Maths Average Progress score	-1.8	0	Significantly below the national average

Key Stage 4

	Portsmouth 2016 provisional (%)	Portsmouth 2015 (%)
Pupils achieving A*-C GCSE in English and maths	57.5	52.6
Pupils achieving 5+ A*-C GCSEs including English and maths (from 2016 this is no longer a headline measure but is included for comparative purposes)	54.7	50.7

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Strategic Board - Portsmouth Education Partnership

Terms of Reference

1. Purpose

The purpose of the Strategic Board is to oversee the work of the Portsmouth Education Partnership (PEP). It will provide overall strategic direction, and approve an annual work programme.

2. Local context

The establishment of the Portsmouth Education Partnership is in response to a number of drivers:

- continuing underperformance in our education system, compared with national standards
- the changing role of the local authority
- national emphasis on school led improvement and development of system leadership within schools
- the drive by the Government towards full academisation
- new relationships with the Regional Schools Commissioner
- a critical report from Ofsted about existing arrangements for school improvement.

Consultation with schools, academies and Multi Academy Trust providers has shown that there is now a strong appetite locally to develop new collective arrangements, led by schools, which provide a vehicle through which schools, academies, Multi Academy Trusts (MATs), colleges, the university, teaching schools and wider stakeholders can take forward well founded joint projects and programmes and ensure that system resources, including NLEs, SLEs, LLEs and NLGs, can be effectively deployed across the city. There is an anxiety that without some form of collective arrangement, academisation, whatever advantages it may bring, could lead to a fragmentation of the education system in Portsmouth. There is also a desire to maintain and build on historic strong relationships between schools and between schools and the local authority.

Furthermore, there is a developing consensus around a number of key priority areas where collective action could add value, over and above the efforts of individual schools, academies and MATs.

3. Terms of reference

The Strategic Board will:

1. Approve a two year strategy for education in Portsmouth 2016 - 2018 including ambitious targets for improvement
2. Identify priorities for improvement and agree an annual programme of work, package of support and allocation of resources to achieve agreed outcomes

3. Receive and approve reports from the PEP Operational Group
4. Use data and other evidence to monitor impact, evaluate progress and highlight areas for discussion where targeted support might be required

The Strategic Board will hold no legal power over schools / academies who sign up to the Portsmouth Education Partnership. Schools and academies that join the PEP as partners are not giving up any Governing Body rights or responsibilities and equally the Local Authority is not giving up any of its statutory obligations. However, all partners agree that the PEP should challenge, support and take action in order to achieve improved educational outcomes for Portsmouth children and young people.

4. Chair

The Strategic Board will be led by an independent chair of sufficient experience and standing to command respect.

The role of the Chair will be to:

1. To chair and steer the Portsmouth Education Partnership (PEP) Strategic Board
2. To help establish the Partnership and the development of its role, remit and function
3. To help develop and monitor the role and work of the Operational Group and receive regular reports from the Operational Group
4. To oversee the preparation of a detailed Strategic Plan for the Partnership
5. To work with key partners in Portsmouth and external partners and agencies to secure future support and contributions in order to sustain the future of the Partnership and help achieve its objectives and outcomes

5. Membership

The membership of the Strategic Board is as follows (proposed names in brackets):

- Independent chair (*Hilary Loder*)
- 2 x secondary headteachers (*Simon Graham, Sara Spivey*)
- 1x special headteacher (*Alison Beane*)
- 3 x primary headteachers (*Lucy Wilby, Polly Honeychurch, Clare Stevens*)
- 3 x academy trusts (*Sue Samson UCAT, Joy Waeland ARK, Steve Labedz Salterns*)
- 2 x post-16 Principals (*Steve Frampton, Stella Mbubaegbu*)
- 1 x Higher Education representative (*Paul Hayes*)
- Director of Children's Services, PCC (*Alison Jeffery*)
- Deputy Director of Children's Services - Education, PCC (*Mike Stoneman*)
- Director, Teaching School(s) (*Jo Peach*)
- Solent EBP (*Cath Longhurst*)
- Dioceses - Catholic and CofE (*Urszula Topp and Jeff Williams*)
- Deputy Director of the Regional Schools Commissioner (*Maria Dawes*)

The membership of the Strategic Board will be agreed annually at the first meeting of the Board of the academic year. The Strategic Board may co-opt other 'non-voting' persons/organisations as it deems appropriate.

6. Ways of working, frequency of meetings and secretariat

The Board will meet termly.

The quorum shall be 50% of the members of the Strategic Board present.

Minutes of the meetings of the Strategic Board will be circulated to all members as soon as available and formally agreed at the next meeting of the Strategic Board. The agenda and supporting papers will be sent out at least one week in advance of each meeting.

In the first two years of the Partnership, the local authority will co-ordinate and administer the meetings, unless alternative arrangements are agreed by the Board.

The Partnership will oversee the operation of the contract between PCC and the Portsmouth Teaching School Alliance to deliver school improvement on behalf of the local authority. This work will be embedded as part of the Partnership.

The local authority will also provide dedicated support in terms of data analysis, administrative support and senior officer time to facilitate and contribute to the work of the Partnership.

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Operational Group - Portsmouth Education Partnership

Terms of Reference

1. Purpose

The purpose of the Operational Group is to provide the professional workforce, expertise and advice that will enable the Strategic Board to carry out its strategic function, particularly in relation to improving standards of teaching and learning. It will be the engine behind the Partnership, responsible for analysis of data and trends, performance management and agreeing support for schools causing concern.

Additional sub groups / task and finish groups may be established to focus on other priorities working alongside the Operational Group.

2. Terms of reference

The Operational Group will:

1. Present to the Strategic Board a recommended annual programme of work, package of support and allocation of resources to achieve agreed outcomes that include school improvement but also other areas that may warrant support (and where sub groups or task and finish groups may have to be convened).
2. Undertake an initial high level desk top review and evaluation of all schools in order to identify for the Strategic Board those that are a cause for concern and would benefit from targeted challenge and support and those that may benefit from other support and CPD. For LA Maintained Schools this will form part of the school improvement contract between PCC and the Portsmouth Teaching School Alliance.
3. Present to the Strategic Board a half termly report on the identified / supported schools using data and other evidence to monitor impact and progress

3. Membership

The membership of the Operational Group is as follows:

- Director of Learning, Portsmouth Teaching School Alliance (*Jo Peach*)
- Deputy Director of Children's Services - Education (*Mike Stoneman*)
- Director of the Maths Hub (*Barbara Rogers*)
- x6 Headteachers - Primary, Secondary, Special, Academies (*Sara Spivey, Debbie Anderson, Daemon Hewitt-Dale, Simon Graham, Alison Beane*)
- PCC data team representatives (*Penny Lane, Andre Mere*)
- Other PCC officers (*Julia Katherine, Neil Stevenson*)

4. Chairing, frequency of meetings and secretariat

The Operational Group will be chaired by a Headteacher.

The Group will meet at least half termly.

Minutes of the meetings of the Operational Group will be circulated to all members as soon as available and formally agreed at the next meeting of the Strategic Board. The Agenda and supporting papers will be sent out at least one week in advance of each meeting.

In the first two years of the Partnership, the local authority will co-ordinate and administer the meetings of the Operational Group and take minutes, unless other arrangements are agreed.

Agenda Item 6



Portsmouth
CITY COUNCIL

Title of meeting:	Cabinet Member for Education
Date of meeting:	22 nd September 2016
Subject:	Portsmouth SEND Strategy: Remodelling Portsmouth specialist educational provision
Report from:	Alison Jeffery, Director of Children's Services
Report by:	Julia Katherine, Head of Inclusion
Wards affected:	All
Key decision:	No
Full Council decision:	No

1. Purpose of report

- 1.1 The purpose of this report is to update the Cabinet Member for Education on the progress made in implementing the Portsmouth SEND Strategy, in particular the remodelling of the specialist educational provision for children with special educational needs and disabilities.

2. Recommendation

2.1 The Cabinet Member for Education is recommended to:

- (i) Note the progress made so far in implementing the SEND Strategy, including the remodelling of the specialist educational provision for children with special educational needs and disabilities.**
- (ii) Note the investment that has been made to improve and develop the specialist educational provision in Portsmouth for children with special educational needs and disabilities.**

3. Background

- 3.1 The Portsmouth SEND Strategy is now one of 4 priorities within the Children's Trust Plan, as set out below:

Priority 1	Stronger Futures - improving safeguarding, resilience, health, wellbeing and success of families
Priority 2	Improving educational outcomes for children and young people
Priority 3	Improving outcomes for looked after children and care leavers
Priority 4	Special Educational Needs and Disability (SEND) Strategy: A strategy to promote inclusion and improve outcomes for children and young people with SEND and their families

3.2 The SEND Strategy has been refreshed to cover the period 2016 to 2019.

3.3 The overall aim of the strategy remains the same: to promote inclusion and improve the outcomes for Portsmouth children and young people aged 0-25 years with SEND and their families.

3.4 The outcomes that this strategy is aiming to improve are: to increase the percentages of children and young people with SEND who are able to:

- Be included within their local community,
- Lead healthy lives and achieve wellbeing,
- Learn and make progress,
- Make and maintain positive relationships within their family and community
- Participate in education and training post-16 and prepare for employment

3.7 There are six strands of the SEND Strategy:

Strand A: Promote good inclusive practice to improve outcomes

Strand B: Successful implementation of the SEND reforms

Strand C: Effective joint commissioning to improve outcomes

Strand D: Co-production, embedded as a way of working with children, young people and their parents and carers

Strand E: Early identification and early support for children with SEND and their families

Strand F: Effective preparation for adulthood and smooth transitions to adult services

3.5 The detailed strategy and delivery plans under each of these strands are included in Appendix A. The governance arrangements for the SEND

Strategy are represented diagrammatically on page 15 of the strategy document.

- 3.6 The effectiveness of these arrangements is monitored closely by the SEND Board and will be externally assessed by the Local Area SEND Inspection which will take place within the next 5 years. This is a joint inspection by Ofsted and the Care Quality Commission. The local area inspection will focus on how effectively special educational needs are identified and met in order to improve outcomes.
- 3.7 This paper outlines the progress made in improving and developing the range of specialist educational provision available within Portsmouth to ensure that there is a continuum of provision available to meet children's identified needs, from mainstream to special school provision, and that these needs can be met locally wherever possible, in line with Portsmouth's stated commitment to inclusion.

4. SEND Strategy progress

- 4.1 Portsmouth is committed to promoting inclusion and improving the outcomes for children and young people aged 0-25 years with SEND and their families, as set out in the SEND Strategy 2016 - 2019.
 - 4.1.1 The aim of the special educational needs and disability (SEND) strategy is to ensure that there are in place a range of high quality support services that contribute to removing the barriers to achievement for all Portsmouth children and young people, in particular those with special educational needs and disabilities. This includes enabling children and young people to lead healthy lives and achieve wellbeing; to benefit from education or training, with support, if necessary, to ensure that they can make progress in their learning; to build and maintain positive social and family relationships; to develop emotional resilience and make successful transitions to employment, higher education and independent living.
 - 4.1.2 In order to achieve this aim, it will be important to ensure that the available resources are used effectively so that those children and young people with the most complex needs have access to the most specialist provision. Within a context of increasing demand for services and limited resources, this means that mainstream schools will need to become more inclusive over time. Some children who might historically have been placed in a specialist provision due to their 'moderate learning difficulties' for example, with the increasing expertise and resources available to mainstream schools are now appropriately placed within mainstream schools. In fact evidence shows that most children are

best able to make progress with their education when educated within mainstream settings.¹

- 4.1.3 In order to support this stated aim and strategy, it will be important to ensure that both mainstream and specialist educational settings are adequately resourced to enable them to effectively meet the needs of children with a wide range of SEND, and to enable them to make progress. This necessitates careful management of the available resources within the Dedicated Schools Grant High Needs Block.
- 4.1.4 The decision to place a child in a specialist educational placement is an important one and not to be taken without a thorough assessment of the child's needs and professional advice regarding the type of support and provision required to meet those needs. In order to place a child in a special school, there is a requirement to carry out a statutory education health and care needs assessment in order to ensure that all aspects of the child's profile are taken into account, with evidence collated from professionals from a range of disciplines and agencies before such a decision is made. This assessment process taken 20 weeks in total and is designed to ensure that any such decision is made on the basis of comprehensive evidence.
- 4.1.5 In Portsmouth, placement decisions are moderated by the Inclusion Support Panel; a multi-agency panel of professionals and trained parent representatives. The remit of the panel is advisory, but panel members are able to vote on the basis of the evidence presented to the panel and this process strongly influences the decision-making process.
- 4.1.6 All placement decisions are made in accordance with the SEN Code of practice statutory guidance.
- 4.1.7 Nationally, of those children who have special educational needs complex enough to require a statutory education health and care plan to be made for them, around 40% are placed in special schools. In Portsmouth, around 49% of children and young people with statements or education health and care plans attend special schools.
- 4.1.8 Portsmouth has a higher percentage of children with SEN (16.5% compared to 15.7%) and also a higher percentage of children with education health and care plans than the national average (3.1% compared to 2.8%). These percentages have remained fairly consistent over the past few years.

¹ ¹ Inclusive education and students without special educational needs: (Nienke M. Ruijs, Ineke Van der Veen & Thea T.D. Peetsma, 2010)

- 4.1.9 With advances in healthcare and improving survival rates for premature babies, there is an increase in the percentage of children with more complex special educational needs nationally.
- 4.1.10 One consequence of the above changes is that the children being placed in Portsmouth special schools are those with increasingly complex needs and mainstream schools are also educating children with a wider range of special educational needs.
- 4.2 A number of educational changes have been implemented, as outlined below, as part of the SEND Strategy in order to ensure that we have the right range of good quality specialist educational provision available within Portsmouth to meet children's identified needs locally wherever possible, in line with Portsmouth's stated commitment to inclusion. These include:
:
- 4.2.1 Rolling out the new statutory multi-agency education, health and care needs assessment process for those children and young people with the most complex needs who require the highest level of additional support over and above what is 'ordinarily available'. Around 1,000 0-25 year olds will require a 'transfer' from a statement of special educational needs or learning disability assessment to an education health and care plan by 2018. To date over 400 statements and learning disability assessments have been converted to education health and care plans. In addition, over 200 new assessments are requested each year. We have had external validation of the quality of our education health and care plans, and the vast majority (87%) are now being completed within the statutory 20-week timescale.
- 4.2.2 Increasing the provision for children with a sensory impairment, including opening a new secondary Inclusion Centre (additionally resourced provision) at St Edmunds School, in place from 2015.
- 4.2.3 Increasing the provision for children with autism spectrum conditions within the city, in particular developing a new secondary Inclusion Centre (additionally resourced provision) for children with autism, at Trafalgar School, in place from September 2016.
- 4.2.4 Remodelling the SEND provision within the early years and foundation stage, in particular transforming the Development and Assessment Unit provision into two new primary Inclusion Centres (additionally resourced provision) for children with communication and Interaction difficulties, at Devonshire Infant School and Portsdown Primary School, which will be in place from September 2017.
- 4.2.5 Reviewing post -16 provision at local colleges to ensure there is sufficient, good quality provision to meet the progression needs of young people with SEND. Current provision includes a specialist

LDD centre at Portsmouth College and a Foundations Programme at Highbury College. Developing a Supported Internships Programme at local colleges for young people with an EHCP.

- 4.2.6 Reviewing and remodelling the provision for children with social emotional and mental health difficulties (SEMH), in particular the SEN and Alternative Provision at The Harbour School to ensure a continuum of provision is in place to meet identified need. To ensure that the Council meets its statutory duties in terms of school places and provision of places for special education needs, the Council's approved capital programme also includes £2.5m due to the urgent need to relocate:
- The Harbour School provision at the **Fratton** site due to the very poor condition of the building but also on the grounds of suitability and sufficiency; and
 - The Harbour School provision at the **Milton** site due to the fact that school will have to vacate the building to make way for housing.

The **Vanguard Centre** has been identified as a solution which can accommodate both the Harbour School provision at Fratton and Milton.

- 4.2.7 A new service specification for The Harbour School educational provision is in place from September 2016 and work is underway to work in partnership with mainstream schools to further define the Alternative Provision offered by The Harbour School.
- 4.2.8 Securing significant investment, including £2 million from the Dedicated Schools Grant carry-forward, in order to enable the remodelling of the buildings and accommodation at Cliffdale and Redwood Park special schools to ensure that these schools are adequately equipped to meet the needs of the increasingly complex children requiring placement in these schools. The remodelling will address both suitability and condition issues due to the age of the buildings and their layouts. There are a number of advantages of enabling these schools to take pupils with more complex needs, including:
- Enabling more pupils to be educated near to home within the city. There are currently approximately 70 Portsmouth pupils educated out of the city (including in maintained, non-maintained and independent special schools)
 - Making best use of the specialist high needs provision within the city; and
 - Reducing the use of high cost out of city placements and the related financial pressure on the dedicated schools grant.

- 4.2.9 The remodelling will also benefit the 245 pupils who currently attend Cliffdale and Redwood Park Schools.

5. Equality impact assessment

- 5.1 A preliminary EIA has been completed with regards to the special school remodelling. A full EIA is not required. The remodelling of educational provision in Portsmouth which has begun as part of the SEND Strategy will not have a negative impact on any of the equality groups. The remodelling will improve access to education for all equality groups, particularly with special educational needs and disabilities.

6. Legal implications

- 6.1 The aims of the report are consistent with promoting and complying with the Statutory Guidance contained in: Special Education Needs and Disability Code of Practice 0-25 years March 2015 and also within the context of sec 19 of the Children and Families Act 2014 in that the report seeks to address and re-align the current service provision/offer for existing users and focus delivery for users requiring support in the future.

7. Director of Finance's comments

- 7.1 As this is an information only paper, there are no direct financial implications arising from the recommendations.

.....
Signed by:

Appendices:

Appendix A - SEND Strategy (2016-2019)

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location
Supply of school places and special school infrastructure report 24 th Feb 2016	http://democracy.portsmouth.gov.uk

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by on

.....
Signed by:

Portsmouth Children's Trust
Children's Trust Plan 2016 - 2019



Special Educational Needs and Disability (SEND) Strategy:
A strategy to promote inclusion and improve outcomes for
children and young people with SEND and their families

Priority 4

June 2016

Version 3

Lead Partnership Board:	SEND Board
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PART I: OVERVIEW

1. INTRODUCTION & VISION

The aim of the special educational needs and disability (SEND) strategy is to promote inclusion and improve the outcomes for Portsmouth children and young people aged 0-25 years with SEND and their families.

In order to improve outcomes, we aim to ensure that there are in place a range of high quality support services that contribute to removing the barriers to achievement for all Portsmouth children and young people, in particular those with special educational needs and disabilities. This includes enabling children and young people to lead healthy lives and achieve wellbeing; to benefit from education or training, with support, if necessary, to ensure that they can make progress in their learning; to build and maintain positive social and family relationships; to develop emotional resilience and make successful transitions to employment, higher education and independent living.

Principles underpinning the strategy:

- Inclusion of children and young people with SEND, with needs met locally wherever possible
- Co-production with children and young people and their parents and carers
- Joined-up multi-agency working across the local area
- Personalisation and person-centred approaches
- Early identification and support
- Holistic, multi-agency, co-ordinated outcomes-focused assessment and planning
- Key working and family-centred systems
- A skilled and confident multi-agency workforce
- Informed and empowered parents and young people
- More choice and control about the services received
- Joint planning for transitions, including a smooth transition to adult services
- Improved care pathways and clear lines of responsibility
- Equal access to services for children and young people with SEND
- High aspirations for children and young people with SEND to achieve the best possible outcomes

Legislation which underpins this strategy:

The delivery of support for children and young people with SEND and their families is underpinned by a number of key pieces of legislation, including:

- Children and Families Act 2014 and the SEN code of practice
- Children Act 1989 and 2004
- Care Act 2014

- Working Together to Safeguard Children 2015
- Children and Young Persons Act 2008
- Care Planning, Placement and Case Review (England) Regulations 2010
- Care Leavers (England) Regulations 2010
- Chronically Sick and Disabled Persons Act 1970
- Mental Capacity Act 2005
- National Health Service Act 2006
- Mental Health Act 2007
- Equality Act 2010
- NHS Mandate
- Public Health Outcomes Framework

The Children and Families Act 2014, introduced significant changes to the ways services are provided for children and young people aged 0 to 25 with SEND, and their families. Key changes include:

- Joint commissioning of services required across education, health and social care to meet the needs of children and young people with SEND.
- Publication of a 'local offer' of services available, as a 'one stop shop' for accessing information, as well as feeding into the commissioning cycle.
- Implementation of a multi-agency co-ordinated statutory assessment process to identify the education, health and care needs of children and young people aged 0 to 25 and the provision required to meet those needs.
- For the identified needs and provision to be set out in a statutory 'Education, Health and Care Plan' (EHCP), with a new duty on health to deliver the health element of the EHC Plan.
- For all those who have an EHCP in place, to have the option to request a 'Personal Budget' for delivery of identified aspects of the EHCP.
- Statutory protections currently available to school-age children with special educational needs, through a statement, will be extended from 0 to 25 years, where additional resources are required to enable access to education or training.
- Independent information and support will be available to parents and to young people about the services available to them and how to access support, where appropriate.
- The above new duties will apply to all education providers, schools, academies, FE colleges, training providers etc.

In Portsmouth, we are working hard to successfully implement the reforms in compliance with the new SEN Code of Practice and in the spirit of the reforms. This includes planning for the transition from the current system to the new system by 2018.

Alongside the introduction of a new system for the delivery of SEND services across education, health and care, there are existing pressures on special educational provision within the city, including pressure on the places available to meet some areas of need, as well as pressure on the budget available to resource such provision. In addition, there are new initiatives which have an impact on the support available for children and young people with SEND. These include:

- Portsmouth Blueprint
- Future in Mind
- Educational Excellence Everywhere white paper
- High needs funding reforms white paper
- Transferring Care Programme
- Autism Strategy
- Integrated Personalised Commissioning (demonstrator site for NHS England)
- Healthy Child Programme

The combined impact of these initiatives will bring about significant changes in the way that services are provided to children and young people with SEND. An aim of this strategy is to co-ordinate the implementation of these changes in order to improve outcomes for children and young people with SEND.

Key outcomes to be achieved

This strategy aims to achieve increased percentages of children and young people with SEND who are able to:

1. Be included within their local community,
2. Lead healthy lives and achieve wellbeing,
3. Learn and make progress,
4. Make and maintain positive relationships within their family and community
5. Participate in education and training post-16 and prepare for employment

2. STRATEGIC OVERVIEW

The aim of the special educational needs and disability (SEND) strategy is to promote inclusion and improve the outcomes for Portsmouth children and young people aged 0-25 years with SEND and their families.

There are six strands of the SEND Strategy.

Strand A: Promote good inclusive practice to improve outcomes

Strand B: Successful implementation of the SEND reforms

Strand C: Effective joint commissioning to improve outcomes

Strand D: Co-production, embedded as a way of working with children, young people and their parents and carers

Strand E: Early identification and early support for children with SEND and their families

Strand F: Effective preparation for adulthood and smooth transitions to adult services

Strand A: Promote good inclusive practice

Portsmouth currently identifies a higher percentage of children as requiring SEN Support and maintains a higher percentage of pupils with statements/EHCPs than the national average (3.1% compared to 2.8%). Portsmouth is currently experiencing:

- Increasing numbers of requests for statutory assessment,
- Increasing requests for element 3 funding as recommendations from annual reviews of statements/EHCPs,
- Increasing requests to place pupils in specialist provision,
- Increasing numbers of first tier tribunals as a result of managing these pressures.

The numbers of pupils being placed at independent or non-maintained special schools outside of Portsmouth has grown significantly since 2012. This is, in part, due to an increase in the numbers of looked after children (LAC) with statements being placed in foster or other care arrangements outside of the city, and where the LAs in which they are placed have no capacity in any maintained special educational provision suitable to meeting their needs. This has increased the pressure on the SEN budget drawn from the dedicated school grant (DSG).

Speech, language and communication needs (SLCN) and Autistic Spectrum Disorders (ASD) account for more than 40% of all PCC statements. Numbers of children with these areas of needs are increasing nationally, with growing sophistication in assessing and diagnosing these conditions contributing towards increased identification. Prevalence of Severe Learning Difficulties (SLD) and Visual Impairment (VI) are also growing while traditional identification of, for example Moderate Learning Difficulty (MLD), are falling. In addition the Children and Families Act 2014 (Section 100) places a duty on governors of schools and academies to make arrangements for supporting pupils at their school with medical conditions.

Portsmouth mainstream schools are better resourced and enabled than ever to deliver inclusive practice and make provision for pupils with special educational needs & disabilities. Underpinning pedagogical approaches such as quality first teaching and the waves of SEN interventions are now well embedded in school culture to enable good teaching; since 2009, all school SENCOs have been required to achieve accreditation at MA level and be recognised as senior leaders within their schools; Portsmouth's SEN funding formula (in line with DfE guidance) now makes resources available to schools in order to make *up* to the first £6,000 of *additional and different* provision; the local authority commissions specialist teaching advice to mainstream schools and academies from the city's maintained and academy special schools which offers a broad menu of specialist teaching advice and training.

Pupils with SEN achieve better outcomes, in general, when educated in mainstream schools alongside mainstream pupils¹. The converse is only true for pupils who require specialist provision because they have significant or complex needs. However, more than half of Portsmouth's pupils with statements are educated in

¹ Inclusive education and students without special educational needs: (Nienke M. Ruijs, Ineke Van der Veen & Thea T.D. Peetsma, 2010)

special schools, resourced provisions or units. A local culture has grown among professionals and parents who have an overreliance and expectation of making pupils statements, seeking element 3 funding and to seek placements in resourced provisions, units and special schools.

The aim of this strategy is to improve services in order to increase inclusion and improve outcomes for children and young people with SEND, and their families. Every child and young person with SEND deserves to be included within their local community and to receive services locally wherever possible. In order to improve outcomes for children and young people with SEND in the city, we need to ensure that we are targeting the resources available in order to ensure that needs are met from ordinarily available provision where appropriate so that targeted and more specialist support can be provided for those who most need it.

Achieving a more inclusive ethos across education, health and care services across the city will require whole system change. There will need to be a change in expectations for professionals commissioning and providing universal, targeted and specialist services, as well as for services users including parents and carers. This strategy aims to develop a shared understanding across all of those groups and services about what makes good inclusive practice, and why it is important.

We will work with commissioners to promote inclusive practice and ensure that the eligibility criteria for services promotes inclusion and with providers to ensure that all services contribute to the shared outcomes of increased school attendance and reduced fixed period exclusions from school for children with SEND, by ensuring that there are clear pathways in place to resolve issues of managing inclusion particularly in relation to social emotional and mental health difficulties, alongside the Future in Mind work that is progressing.

We will build capacity within universal services through the provision of outreach, support and workforce development to increase the confidence and competence of practitioners in meeting the needs of children with SEND. We will celebrate and further promote good inclusive practice in the city through the annual Portsmouth Inclusion Conference.

The development of more inclusive practice within universal services for 0-25s, including schools, colleges and early years settings, will be overseen by the **Inclusion Group**.

Strand B: Successful implementation of the SEND reforms

The changes set out in Part 3 of the Children and Families Act came into force in September 2014. Successful implementation of the SEND Reforms will establish a more person- and family-centred system for identifying and assessing the needs of children and young people with SEND and a more co-ordinated approach to commissioning the provision to ensure that these needs are met effectively.

The co-production and maintenance of an up to date and comprehensive Local Offer of all services available to Portsmouth children and young people with SEND and their families across education, health, care and the voluntary sector, remains central to the successful implementation of the SEND Reforms. This 'one stop shop' of information about services and support available to families will need to continue to be developed to ensure that it provides the information families need, enables them to provide direct feedback about the offer of services available and feeds in to the SEND joint commissioning cycle.

The SEND Reforms focus on those children and young people who require SEN support as well as those who require additional resources via an Education Health and Care Plan. We will work to develop a shared understanding of what support can be provided from universal and targeted services via the publication and dissemination of an agreed 'Ordinarily Available Provision' suite of documents which set out what services are available to children and young people with SEND and their families across education, health, care and the voluntary sector, without the need for an Education Health and Care Plan. This work will be taken forward by the School Inclusion Group which will identify and implement the key factors required to develop more inclusive practice in mainstream schools across the city.

For those children and young people with the most complex needs, who require an Education health and care needs assessment and plan, we have implemented a co-ordinated, multi-agency, outcomes-focused assessment process, compliant with the new SEN Code of Practice. We will continue to refine this process, as a result of the feedback we receive from families e.g. from User Journey Mapping. We will continue to monitor and improve the quality of Education Health and Care Plans via termly audits.

We want to give more choice and control to families about the way in which they access the support they are entitled to such as targeted and statutory short breaks and home to school transport assistance. We will do this by expanding the use of personal budgets and direct payments for those entitled to access this support and implementing the use of pre-paid cards for direct payments.

We want families to be empowered to make best use of the resources available to them. In order to do this, parents and young people will continue to need access to independent information advice and support and we will ensure that effective and high quality IASS is available to families in Portsmouth.

The successful implementation of the SEND reforms self-assessment and implementation plan in Portsmouth is overseen by the **SEND Implementation Group**.

Strand C: Effective joint commissioning to improve outcomes

We want to have in place a genuinely co-produced and transparent joint commissioning plan for SEND in Portsmouth that sets out the priorities for commissioning and the resources available as well as the shared outcomes to be achieved.

The principles which will underpin this commissioning plan include:

Making effective use of data - including the SEND Children and Young People's strategic needs assessment (Part of the Joint Strategic Needs Assessment) to identify gaps in provision and ensure that services are commissioned to meet the identified need.

Ensuring a continuum of provision that promotes inclusion - eligibility criteria and access to all services for children and young people with SEND across education health and care should ensure that:

- children and young people's needs are met at the least restrictive level, wherever possible,
- needs are met locally, where appropriate and
- there is efficient and effective use of the resources available.

Co-production - all services are designed in partnership with service users as key stakeholders. Ongoing feedback from service users and stakeholders is sought proactively and this is used to inform ongoing commissioning priorities.

In working towards this, we have undertaken SEND reviews in the 4 key areas of special educational needs and disabilities:

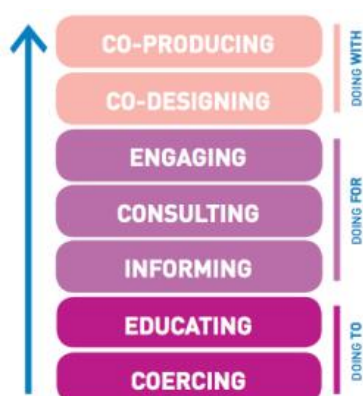
- Cognition and learning
- Communication and interaction
- Sensory and physical
- Social emotional and mental health

Priority actions within each area of SEND have been identified, and a number of actions have been undertaken already to progress this.

A stakeholder workshop has been held to start the process of co-producing the commissioning plan. The SEND Joint Commissioning Plan will be overseen by the **SEND 0-25 Joint Commissioning Steering Group**.

Strand D: Co-production, embedded as a way of working with children, young people and their parents and carers

Co-production is working in collaboration with service users, as equal partners in the strategic planning, design, review and (re-)commissioning of services.



Source: new economics foundation

‘Co-production means delivering public services in an equal and reciprocal relationship between professionals, people using services, their families and their neighbours. Where activities are co-produced in this way, both services and neighbourhoods become far more effective agents of change.’

New economics foundation: The Challenge of Co-Production 2010

We want to embed co-production as the way of doing business in Portsmouth when planning and commissioning services for children and young people with SEND and their families because we believe that where services are co-designed with service-users they are more likely to meet needs effectively and they enable service users to have more choice and control over increasingly personalised solutions to achieve their identified outcomes

In Portsmouth we have a strong track record of partnership working with parents and carers, building on work highlighted within the Lamb enquiry report (2009). Parents and carers take part in decision-making (e.g. as trained members of the Inclusion Support Panel) and contribute to all subgroups of this strategy, including co-chairing the SEND Board. We want to build on this good practice to further embed co-production in all areas of working to support children and young people with SEND and their families.

The embedding of co-production with young people and parents and carers as a way of working in Portsmouth will be overseen by the **Co-production Group**.

Strand E: Early identification and early support for children with SEND and their families

Early identification is essential to ensure good outcomes, but without early intervention it can result in labelling and a within-child model of thinking where problems are seen to be the result of within-child factors and therefore not able to change.

In Portsmouth we see SEND as the result of the interaction between the child and their environment. We believe that all children can make progress, with the right environmental factors in place. We want to ensure that assessments are undertaken and services provided on the basis of need, rather than a label or diagnosis. We are therefore keen to promote a needs-led process of assessment and planning for children and young people with SEND across all services.

For young children, it is often health professionals, from universal services who are first involved with families when difficulties are identified. We want to ensure that all practitioners are working to an agreed set of principles of key-working, needs-led assessment and collaboration to ensure that the families of very young children who are experiencing SEND have the best possible experience of receiving support from the necessary services to ensure that needs are assessed and support put in place at the earliest opportunity.

Ensuring that effective early identification and support is co-ordinated in Portsmouth will be overseen by the **SEND Early Intervention and Support Group**.

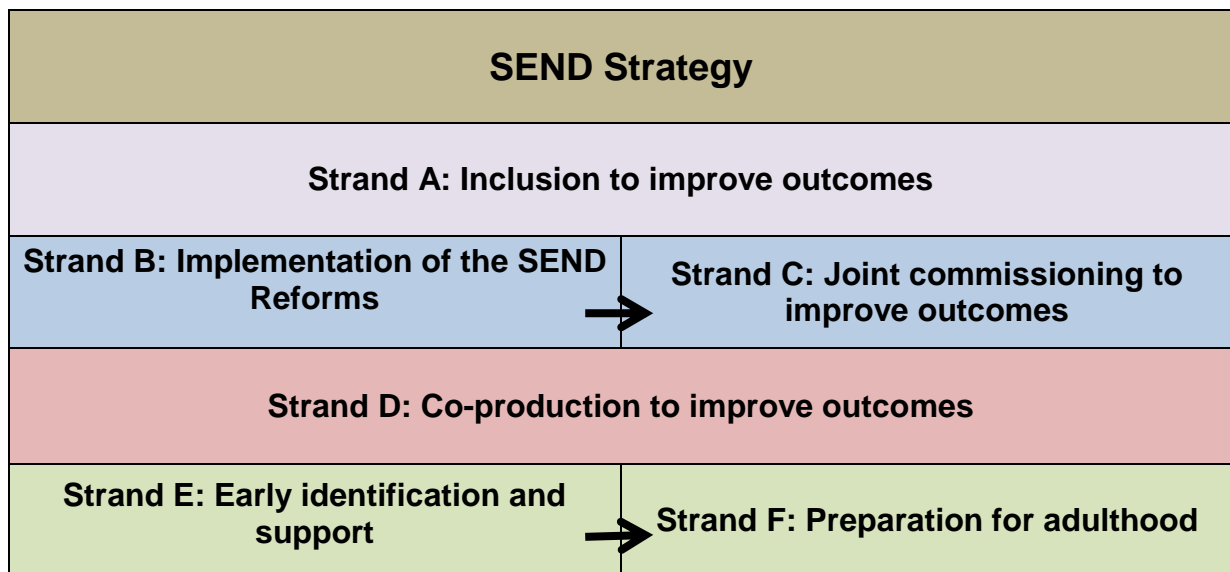
Strand F: Effective preparation for adulthood and smooth transitions to adult services

Ultimately, young people with SEND want what all young people want, to live healthy, independent lives and have positive relationships within their family and community. Our expectation is that young people with SEND will engage in education and training in order to prepare for employment to be able to live independently.

We have high aspirations for all our young people and want to ensure that there are services and support in place to enable them to achieve their own personal goals. We aim to work with young people with SEND post-16 to empower them to access the support that is available in order to achieve their potential.

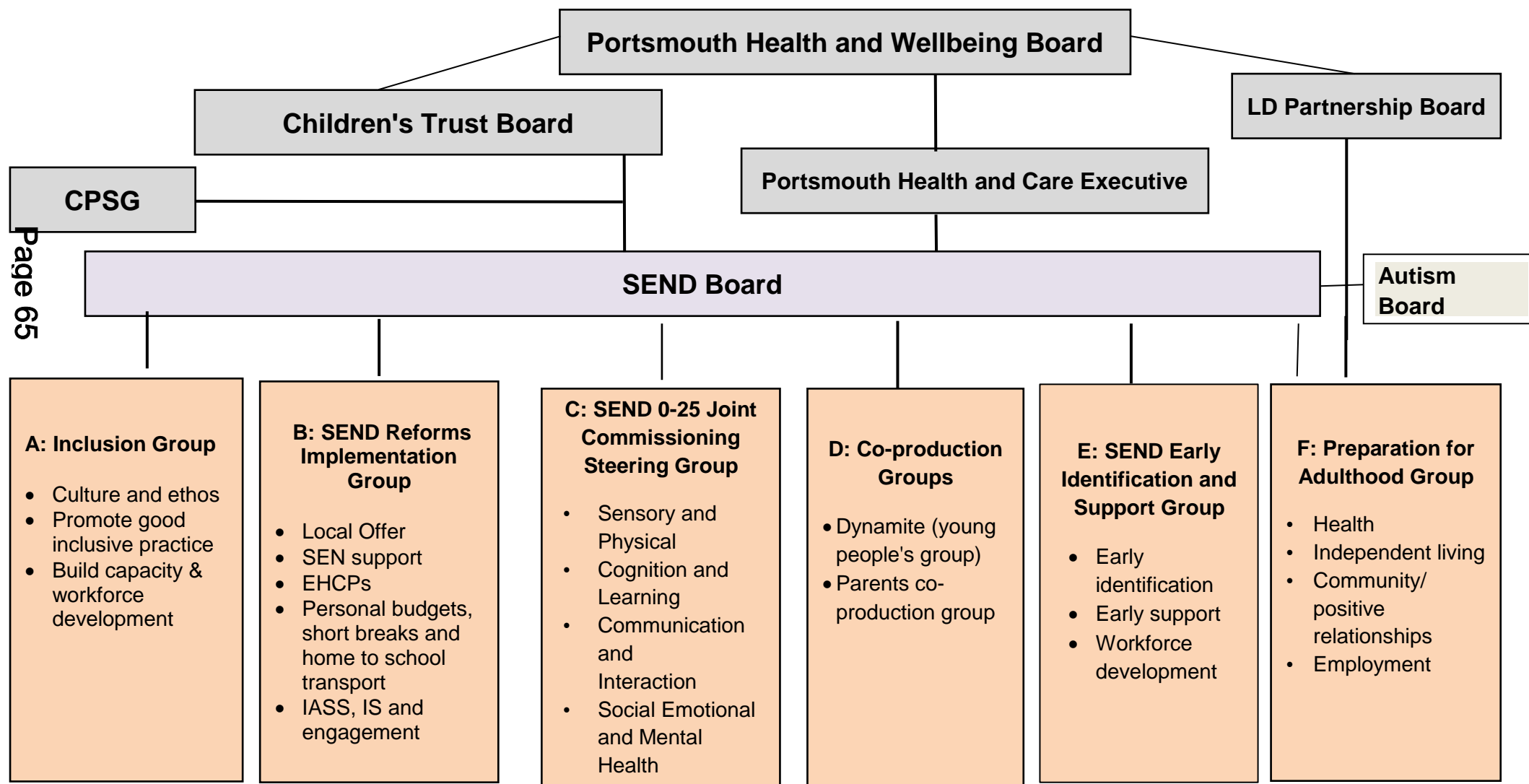
Ensuring that all young people with SEND are able to achieve a smooth and successful transition to adulthood is overseen by the **Preparing for Adulthood Group**. This group also reports to the Learning Difficulties and Disabilities Partnership Board.

The relationship between these Strands is illustrated in the diagram below:



3. GOVERNANCE AND DELIVERY STRUCTURE

Commissioning and delivering high quality services across the system for children with Special Educational Needs and Disabilities requires strong governance and management across the partnership. Below is the Governance and Delivery structure for this priority to improve outcomes for children with SEND.



4. PERFORMANCE FRAMEWORK

This section outlines what we are seeking to achieve through this strategy. The Performance Framework includes measures of outcomes for children and young people with SEND and their families, and the changes in service outputs required in order to improve services and ultimately outcomes.

The framework is based on the SEND local area Ofsted and CQC inspection framework:

- How well do we identify the needs of children and young people with SEND and their families?
- How well do we meet the needs of children and young people with SEND and their families?
- How well are we improving outcomes for children and young people with SEND and their families?

	Outputs	Outcomes
Identifying needs	What are we doing? How much are we doing?	How well are we doing it? What difference is it making?
Meeting needs	What are we doing? How much are we doing?	How well are we doing it? What difference is it making?

- 1. Increased inclusion of those with SEND in their local community**, including:
 - 1.1. Increased percentage of children and young people with SEND attending a local mainstream school/education setting
 - 1.2. Increased percentage of children and young people whose education, health and care needs are met within the city
 - 1.3. Increased percentage of children and young people accessing local leisure and community facilities
 - 1.4. Increased overall school attendance for those with SEND
 - 1.5. Reduced persistent absence from school for those with SEND
 - 1.6. Reduced exclusion from school for those with SEND
 - 1.7. Reduced percentage of children on reduced timetables for longer than 6 weeks
- 2. Increased percentage of children who are able to lead healthy lives and achieve wellbeing**, including:
 - 2.1 Increased percentage of children achieving expected levels of development through ASQ at age 2-2.5 years
 - 2.2 Increased provision of training and support for school staff and other professionals to ensure health needs are met
 - 2.3 Increased effectiveness of health interventions
 - 2.4 Increased percentage of eligible adults (14+) with a learning disability having a GP health check
- 3. Increased percentages of children able to learn and make progress**, including:
 - 3.1. Improved attainment and progress for children with SEND at the Early Years Foundation Stage
 - 3.2. Improved attainment and progress for children with SEND at in Key Stage 1
 - 3.3. Improved attainment and progress for children with SEND at in Key Stage 2
 - 3.4. Improved attainment and progress for children with SEND at in Key Stage 3
- 4. Are able to make and maintain positive relationships/family support/short breaks**, including:
 - 4.1 Increased provision of personal budgets and direct payments to support families
 - 4.2 Increased take-up of targeted short breaks to support families
- 5. Are ready for employment (Participation)**
 - 5.1. Increased numbers of young people with SEND in education, training or employment
 - 5.2. Increased numbers of young people on supported internships

Performance indicators can be found in **Appendix I**

PART II: THE STRATEGY

Here we outline the main parts of the strategy over the next three years and provide the Long-Term view, a summary of where we are and some brief headlines on the next steps to be taken in 2016/17.

STRAND A: PROMOTE GOOD INCLUSIVE PRACTICE

The Long-Term Plan
For Portsmouth to be a leading example of good, inclusive practice, with the vast majority of children and young people with SEND able to have their needs identified early and met within what is 'ordinarily available' (universal and targeted services) across education, health and care. Staff are confident to meet the needs of the majority of children with SEND. Where additional support is required, this is accessed in a timely way and is of a high quality so that needs are met and outcomes improve.
Priorities for this strand of work
A1. Shared ethos A2. Promote and celebrate good inclusive practice A3. Build capacity and develop the workforce
What we have achieved to date (March 2016)
<ul style="list-style-type: none">Established an annual conference to share and celebrate good practiceRevised the service level agreement for the provision of outreach servicesDeveloped an 'Ordinarily Available Provision' document for school SENCos
What we will deliver in 2016/17
We will: <ul style="list-style-type: none">Extend the Ordinarily Available Provision suite of documents to cover health, pre-school and post-16Develop shared understanding of how we monitor 'good progress' for those on SEN SupportDevelop an offer of workforce development and support to promote good inclusive practiceMonitor the outreach service on building capacity within mainstream schoolsDeliver the annual Inclusion Conference
Monitored via
Schools Inclusion Group Chair: TBC (Head Teacher)

STRAND B: SUCCESSFUL IMPLEMENTATION OF THE SEND REFORMS

The Long-Term Plan

For Portsmouth to have successfully implemented the SEND reforms, as outlined in part 3 of the Children and Families Act 2014 (often described as a 10 year whole system change programme). Ultimately this will be independently tested via the Ofsted/CQC SEND inspections process.

The SEND Strategy (alongside its sister strategy 'Stronger Futures') makes up the children's element of the Portsmouth 'Blueprint' for health and care in the city, which sets the ambition to more strongly integrate public service spending across the local public service system.

Priorities for this strand of work

- B1. Local Offer
- B2. SEN Support
- B3. EHC assessments and plans
- B4. Personal budgets, short breaks and home to school travel assistance
- B5. Independent advice and support and engagement

What we have achieved to date (March 2016)

Good progress has been made in implementing the SEND Reforms to date. Portsmouth are compliant with all new statutory duties.

A self-assessment has been undertaken and an implementation plan is in place.

What we will deliver in 2016/17

We will:

- Further develop the Local Offer
- Maintain the high quality of our EHCPs and ensure the threshold for requesting assessments is clear
- Improve the percentage of EHCPs completed within statutory timescales
- Increase the number of Personal Budgets included within EHCPs
- Publish the revised Short Breaks statement and eligibility criteria
- Increase the number of direct payments in place for home to school transport
- Ensure the provision of IASS continues and is of good quality
- Continue the parent and young people's engagement work to ensure parents and young people are informed about the SEND Reforms

Monitored via

SEND Implementation Group
Chair: Julia Katherine

STRAND C: EFFECTIVE JOINT COMMISSIONING TO IMPROVE OUTCOMES

The Long-Term Plan

Education, health and care work together to carry out an annual joint strategic needs assessment of the needs of children and young people aged 0-25 with SEND and their families as part of the Joint Strategic Needs Assessment. This data is used to identify gaps in provision and to agree priorities for commissioning with service users. The joint commissioning plan is co-produced with children and young people with SEND and their parents and carers.

Priorities for this strand of work

- C1. Cognition and learning
- C2. Sensory and physical
- C3. Communication and interaction
- C4. Social emotional and mental health

What we have achieved to date (March 2016)

An initial joint strategic needs assessment for 0-25s with SEND has been carried out.

Reviews have been carried out in each of the 4 areas of need and action plans have been developed based on the recommendations of each:

- Sensory and Physical
- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
-

What we will deliver in 2016/17

Sensory and Physical

- Clarify the support available for pupils with physical disabilities and the responsibility for accessing specialist equipment
- Review the wheelchair service - following feedback re: waiting times
- Review the medical support policy in schools
- Review the take up of GP health checks at 14+

Cognition and learning

- Re-designate Cliffdale and Redwood Park as special schools for children with complex needs and autism
- Begin phased remodelling of the accommodation at Cliffdale and Redwood Park in order to enable these schools to provide effectively for children with more complex needs and autism

Communication and interaction

- Establish a new Inclusion Centre for secondary aged pupils with

<p>communication and interaction needs (including autism) at Trafalgar school</p> <ul style="list-style-type: none"> Establish new Inclusion Centres for primary aged pupils with communication and interaction needs (including speech and language difficulties and autism) at Devonshire Infants and Portsdown Primary schools. <p>Social emotional and mental health difficulties</p> <ul style="list-style-type: none"> Re-define the AP and SEND pathways for children with SEMH Develop new SLA with The Harbour School and Flying Bull for the provision of SEMH support to children and young people within the city Link with Future in Mind and Public Health mental health strategy
<p>Monitored via</p> <p>SEND 0-25 Joint Commissioning Steering Group Chair: Hayden Ginns</p>

STRAND D: CO-PRODUCTION, EMBEDDED AS A WAY OF WORKING WITH CHILDREN, YOUNG PEOPLE AND THEIR PARENTS AND CARERS

<p>The Long-Term Plan</p> <p>For Co-production with children and young people with SEND and their parents and carers to become embedded as a way of working both at the strategic level and at an individual case work level.</p>
<p>Priorities for this strand of work</p> <p>D1. Co-production with parents and carers</p> <p>D2. Co-production with young people</p>
<p>What we have achieved to date (March 2016)</p> <p>A Parents and Carers Co-production group is established and has completed key tasks including designing the Local Offer website.</p> <p>There is a parent/carers co-chair of the SEND Board and parent/carers reps on all subgroups of the SEND Strategy</p> <p>A Young people's Co-production group is established 'Dynamite' and has completed tasks including a young people's survey 'The Big Bang'.</p>
<p>What we will deliver in 2016/17</p> <ul style="list-style-type: none"> Establishment of a Young Inspectors programme Widen parent/carers engagement activity to include parents of children on

<p>SEN Support</p> <ul style="list-style-type: none"> Recruit and train new parent/carers reps on the Inclusion Support Panel
<p>Monitored via</p> <p>Co-production Groups Chair: Kara Jewell (Parent/Carers' co-production group) Chair: Joe Wells (Young People's coproduction group)</p>

STRAND E: EARLY IDENTIFICATION AND EARLY SUPPORT FOR CHILDREN WITH SEND AND THEIR FAMILIES

<p>The Long-Term Plan</p> <p>For children's needs to be identified and support put in place at the earliest opportunity.</p> <p>For families to experience the involvement of various professionals in assessment and providing support as a joined up and co-ordinated process.</p>
<p>Priorities for this strand of work</p> <ul style="list-style-type: none"> E1. Early identification and assessment E2. Early support to improve outcomes E3. Workforce development
<p>What we have achieved to date (March 2016)</p> <p>There is an effective Early Years Panel in place whereby health and education professionals share information and jointly plan to ensure that the needs of young children and SEND are identified and met.</p>
<p>What we will deliver in 2016/17</p> <ul style="list-style-type: none"> Ensure that there is in place a co-ordinated process from Multi-disciplinary assessments undertaken by the Children's Development Centre to Education Health and Care needs assessments, for those who need it Ensure that 'key working' is in place for families, where appropriate. Link with Public Health intervention strategy
<p>Monitored via</p> <p>SEND Early Intervention and Support Group Chair: TBC (Public Health?)</p>

STRAND F: EFFECTIVE PREPARATION FOR ADULTHOOD AND SMOOTH TRANSITIONS TO ADULT SERVICES

The Long-Term Plan

For all young people with SEND to have a clear plan in place that identified outcomes and resources to enable a smooth transition to adulthood, able to access the support they are entitled to in order to achieve their identified outcomes.

Priorities for this strand of work

F1. To ensure that each young person has a plan in place which they 'own' and which identifies clear outcomes and actions relating to each of the PfA outcomes i.e,

- Health
- Independent Living
- Positive relationships/community
- Employment

F2. To develop a range of services and support that will help young people achieve these outcomes

F3. To have a clear pathway in place for 14 to 25 years olds with SEND

What we have achieved to date (March 2016)

- Rolled out person-centred approaches to all young people with SEND
- Worked with colleges to develop supported internship programmes

What we will deliver in 2016/17

- Extension of the provision of supported internships
- Review of the specialist provision at Highbury and Portsmouth colleges
- Ensure that clear transition pathways are in place so that young people do not 'fall through the net' when they reach 18.
- Tools and guidance to ensure that PfA reviews are focused and effective
- Carry out pilot of 'Ready Steady Go' health transition programme with 2 schools
- Review the role of the Child Autism Co-ordinator to extend to adult autism services

Monitored via

Preparing for Adulthood Group
Chair: Mark Stables

PART III: DELIVERY

The Delivery Plan below is structured into the 6 Strands of the programme. This detailed plan cover the 12 months across April 2016 to March 2017 and will be monitored in the same way as for all strategies in the Children's Trust Plan through quarterly monitoring to the Children's Trust Board via the Children's Strategy and Performance Group.

Strand A: Promoting good inclusive practice				
Deliverable		By When	By Whom	Status
1	Establish Schools Inclusion Group	Jun 16	JK/NS	
2	Revise training offer to schools	Jul 16	JK/NS	
3	Monitor performance of outreach service	Sep 16	JK/NS	
4	Portsmouth Inclusion Conference	Oct 16	JK/NS	
5	Review eligibility criteria for health services to ensure equity of access to those in mainstream and special schools	Mar 17	JK/EF	

Strand B: Successful implementation of the SEND Reforms				
Deliverable		By When	By Whom	Status
1	Joint event held with IASS, IS & SEND	May 16	LC	
2	Revised Short Breaks statement and eligibility criteria published	Jul 16	JJ	
3	Increase number of EHCPs includes a Personal Budget	Jul 16	MHP	
4	Local Offer annual report published	Sep 16	JJ	
5	Termly audit shows increasing quality of EHCPs	Sep 16	KS	
6	Improved percentage of EHCPs completed within statutory timescales	Sep 16	KS	
7	Increased numbers of families report satisfaction with EHCP process	Sep 16	BMc	
8	Increased numbers of direct payments in place for home to school transport	Dec 16	JJ	
9	Ordinarily Available Provision suite of documents published to cover pre-	Dec 16	SC/DC/AW	

	school, colleges and health			
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STRAND C: Effective joint commissioning to improve outcomes				
Deliverable		By When	By Whom	Status
1	Stakeholder workshop	Apr 16	HG	
2	Updated information published re: management of physical conditions in schools	Jul 16	AW	
3	Re-designate Cliffdale and Redwood Park	Sep 16	CW	
4	Open new Inclusion Centre at Trafalgar school	Sep 16	JK	
5	New SLA in place for THS and Flying Bull	Sep 16	JK	
6	SEMH Pathway document published for AP and SEND	Sep 16	NS	
7	New Service Level Agreement for The Harbour School I place	Sep 16	JK	
8	Updated information/guidance published re: wheelchair service	Dec 16	AW	
9	Plan for new Inclusion Centres to open at Devonshire Infant and Portsdown Primary new	Mar 17	JK	
10	Begin phased remodelling work at Cliffdale and Redwood Park	Mar 17	CW	
11.	Develop and publish school mental health strategy (within Future in Mind agenda)	Mar 17	SC	

STRAND D: Co-production, embedded as a way of working with children, young people and their parents and carers				
Deliverable		By When	By Whom	Status
1	Young Inspectors programme in place	Jun 16	JW	
2	Parent/carers letters of appreciation process in place	Sep 16	BMc	
4	New parent/carers reps trained and contributing to ISP	Sep 16	FN/BMc	

3	Parent engagement work undertaken with SEN Support families	Dec 16	BMc	
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STRAND E: Early identification and intervention				
Deliverable		By When	By Whom	Status
1	Paperwork clearly demonstrates joined up process between CDC and education	Sep 16	LP	
2	Clarity around funding for SEND pre-school	Sep 16	LR/SB	
3	Key working workforce development activity undertaken	Sep 16	LR/LP	
4	Link with Public Health Early Intervention strategy	Dec 16	KL	

STRAND F: Preparation for Adulthood				
Deliverable		By When	By Whom	Status
1	Increased numbers of supported internships I place	Sep 16	AP	
2	Review of specialist provision at Highbury and Portsmouth colleges undertaken	Dec 16	JK/AP	
3	Publish transition pathways	Dec16	MS	
4	Pilot Ready Steady Go programme with 2 schools	Mar 17	LP	

APPENDIX I: PERFORMANCE INDICATORS

MAIN INDICATORS

Key outcome: Increased inclusion of those with SEND in their local community											
No.	Performance Indicator	Previous Performance 2011-2014 Trend			Quarterly Performance for 2015-2016 (if available)				2014 - 2017 Targets		Confidence RAG against Year 2 Target
		31 Mar 2013	31 Mar 2014	31 Mar 2015	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Yr 2 31 Mar 2016	Yr 3 31 Mar 2017	
1	Prevalence of SEND 1. Percentage of children and young people that attended Portsmouth Schools 1.1. Statement of SEN or EHCP 1.1.1. Cognition and learning needs 1.1.2. Social, Emotional and Mental Health 1.1.3. Communication and interaction needs 1.1.4. Sensory and/or physical needs 1.2. SEN Support 1.2.1. Cognition and learning										

	needs 1.2.2. Social, Emotional and Mental Health 1.2.3. Communication and interaction needs 1.2.4. Sensory and/or physical needs Placement 2. Percentage of children and young people who are placed in mainstream schools 2.1. Statement of SEN or EHCP 2.2. SEN Support 3. Percentage of children and young people who are placed in resourced provision or SEN units 4. Percentage of children and young people who are placed in special schools 5. Percentage of children and young people who are placed in independent schools 6. Percentage of children and young people who are placed in a non-maintained special schools 7. Percentage of children and young people who are electively home										
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	<p>educated</p> <p>7.1. Statement of SEN or EHCP</p> <p>7.2. SEN Support</p>										
Key outcome: Increased percentage of children who are able to lead healthy lives and achieve wellbeing											
2	<p>8. Percentage of all children achieving a good level of development at the end of Year R</p> <p>9. Percentage of children at Year R (age 4-5) receiving height, weight, hearing and vision checks</p> <p>10. Percentage of children receiving health review at school transition in Year 6/7 (10–12 years)</p> <p>11. a) Percentage of children and young people accessing the CCN service who require training of professionals within the education setting for their health needs</p> <p>11 b) Percentage of children and young people accessing the CCN service whose education professionals have received training for their health</p>										

	<p>needs</p> <p>12.Percentage of CAMHs episodes with clear intentions of the episode in a care plan</p> <p>13.Percentage of eligible young people and adults with a learning disability having a GP health check</p> <p>14.Percentage of children and young people that have registered on the voluntary disability register</p> <p>14.1. All</p> <p>14.2. Statement of SEN or EHCP</p> <p>14.3. SEN Support</p> <p>15.Percentage of children and young people 0-24 in receipt of Disability Living Allowance</p> <p>16.Numbers of referrals to paediatric therapies for children and young people aged 0-16 for the following services:</p> <p>16.1. ASD</p> <p>16.2. Speech and Language</p> <p>16.3. Mental health</p>									
Key outcome: Increased percentages of children able to learn and make progress										

3	<p>School Attendance</p> <p>17a) Percentage of children and young people who are persistent absentees</p> <p>a.1. Statement of SEN or EHCP</p> <p>a.2. SEN Support</p> <p>a.3. SEMH provision</p> <p>17b) Percentage of sessions missed due to overall absence</p> <p>a.4. Statement of SEN or EHCP</p> <p>a.5. SEN Support</p> <p>a.6. SEMH provision</p> <p>School Exclusion:</p> <p>18a) Percentage of children and young people who have received a fixed period exclusion</p> <p>a. All</p> <p>b. Statement of SEN or EHCP</p> <p>c. SEN Support</p> <p>d. SEMH provision</p> <p>19b) Percentage of children and young people who have received more than one fixed period exclusion</p> <p>a. All</p> <p>b. Statement of SEN or EHCP</p> <p>c. SEN Support</p> <p>SEM provision</p> <p>Attainment</p> <p>19. Percentage of children achieving a</p>									
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	<p>good level of development at EYFSP</p> <p>a.1. All</p> <p>a.2. Statement of SEN or EHCP</p> <p>a.3. SEN Support</p> <p>a.4. Gap to No SEN</p>										
	<p>20. Percentage of children achieving a Level 2 or above in Reading at KS1</p> <p>a. All</p> <p>b. Statement of SEN or EHCP</p> <p>c. SEN Support</p> <p>d. Gap to No SEN</p>										
	<p>21. Percentage of children achieving a Level 2 or above in Writing at KS1</p> <p>a. All</p> <p>b. Statement of SEN or EHCP</p> <p>c. SEN Support</p> <p>d. Gap to No SEN</p>										
	<p>22. Percentage of children achieving a Level 2 or above in Maths at KS1</p> <p>a. All</p> <p>b. Statement of SEN or EHCP</p> <p>c. SEN Support</p> <p>d. Gap to No SEN</p>										
	<p>23. Percentage of children achieving working at expected level in Phonics at NCY1</p>										

	<ul style="list-style-type: none"> a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 										
	<p>24. Percentage of children achieving a Level 4 or above in Reading, Writing and Maths at KS2</p> <ul style="list-style-type: none"> a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 										
	<p>25. Percentage of children and young people achieving a 5 or more A*-C including English and Maths at GCSE</p> <ul style="list-style-type: none"> a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 										
	<p>26. Percentage of children and young people achieving a 5 or more A*-C including English and Maths by the age of 19</p> <ul style="list-style-type: none"> a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 										
	Progress										

	<p>27. Percentage of children making expected progress in Reading between KS1 and KS2</p> <ul style="list-style-type: none"> a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN <p>28. Percentage of children making expected progress in Writing between KS1 and KS2</p> <ul style="list-style-type: none"> a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN <p>29. Percentage of children making expected progress in Math between KS1 and KS2</p> <ul style="list-style-type: none"> a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN <p>30. Percentage of children and young people making expected progress in English between KS2 and KS4</p> <ul style="list-style-type: none"> a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 									
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	<p>31. Percentage of children and young people making expected progress in Maths between KS2 and KS4</p> <p>a. All</p> <p>b. Statement of SEN or EHCP</p> <p>c. SEN Support</p> <p>d. Gap to No SEN</p>										
Key outcome: Increased percentages of children and young people are able to make and maintain positive relationships within their family and community											
4	<p>32. Percentage of children and young people that are looked after (excluding respite care)</p> <p>a. Statement of SEN or EHCP</p> <p>i. Receiving direct payment</p> <p>ii. Receiving respite support (excluding direct payment)</p> <p>b. SEN Support</p> <p>c. Have a disability</p> <p>i. Placed in IFA's or residential care out of city</p> <p>33. Percentage of children and young people that have a child protection plan</p> <p>a. Statement of SEN or EHCP</p> <p>i. Receiving direct payment</p> <p>ii. Receiving respite support (excluding direct payment)</p> <p>b. SEN Support</p>										

	<p>c. Have a disability</p> <p>34. Percentage of children and young people that are considered as child in need</p> <p>a. Statement of SEN or EHCP</p> <p>i. Receiving direct payment</p> <p>ii. Receiving respite support (excluding direct payment)</p> <p>b. SEN Support</p> <p>c. Have a disability</p> <p>35. Percentage of children and young people that receive respite care</p> <p>a. Statement of SEN or EHCP</p> <p>b. SEN Support</p> <p>36. Percentage of children and young people that are involved with CWD</p> <p>a. Statement of SEN or EHCP</p> <p>b. SEN Support</p> <p>c. Receiving direct payment</p> <p>d. Receiving respite support (excluding direct payment)</p>										
Key outcome: Increased percentages of young people are able to participate in education and training post-16 in preparation for employment											
5	37. Percentage gap between young										

	<p>people with statement of SEN or Education, Health and Care Plan and total cohort who are in employment, education or training at age 16-19</p> <p>38. Percentage of adults with learning difficulties in:</p> <ul style="list-style-type: none"> a. Settled accommodation b. Employment <p>39. Percentage of young people who are placed in Apprenticeships, Traineeships or Supported Internships</p> <ul style="list-style-type: none"> a. Statement of SEN or EHCP b. SEN Support <p>40. Percentage of young people that are Youth Offenders</p> <ul style="list-style-type: none"> a. Statement of SEN or EHCP b. SEN Support <p>41. Percentage of young people</p> <ul style="list-style-type: none"> a. moving on from children's to adult health services who report that the move went well b. transition plans completed that meet the quality requirements 										
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SECONDARY INDICATORS

No.	Performance Indicator	Previous Performance 2011-2014 Trend			Quarterly Performance for 2015-2016 (if available)				2014 - 2017 Targets		Confidence RAG against Year 2 Target
		31 Mar 2013	31 Mar 2014	31 Mar 2015	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Yr 2 31 Mar 2016	Yr 3 31 Mar 2017	
Page 88 1	<p>User feedback: A range of ways are being used to ensure that meaningful feedback is being collected from service users (children, young people and families) about how they feel about their support and their achievements/opportunities, including:</p> <ul style="list-style-type: none"> • Personal Outcomes Evaluation Tool (POET) • User Journey Mapping • An analysis of complaints/tribunals • Annual surveys of parent/carer and young people's views • Focus groups and informal 'coffee mornings' designed to enable parents and carers to provide feedback • A monthly report from the Parent/carer forum. <p>How families feel about their lives and opportunities is an important measure of our success, in addition to the objective things we measure. User feedback will be reported on quarterly as part of these performance indicators.</p>										

2	Number of new EHCP requests										
3	Number of assessments refused										
Page 89 4	a. Number of new EHCP issues in calendar year										
	a.1. Percentage on time with exceptions										
	a.2. Percentage on time without exceptions										
	b. Number of new EHCP issues with exceptions										
	b.1. Exception due to delays in evidence gathering:										
	b.1.1. Parent / Young person										
	b.1.2. Establishment										
	b.1.3. Social Care										
	b.1.4. Health										
	b.1.5. Local Authority										
	b.2. Exception due to delays between evidence gathering and producing final plan										
	b.2.1. Parent / Young person										
	b.2.2. Establishment										
	b.2.3. Social Care										
	b.2.4. Health										
	b.2.5. Local Authority										

Page 90	5	Number of discontinued assessments a. Transferred to another LA b. Special needs being met without a statement or plan c. Other d. School leavers									
	6	Numbers of SEND appeals registered in the academic year									
	7	Percentage of children and young people that are on a reduced timetable a. Statement of SEN or EHCP a.1. Less than 6 weeks a.2. 6 weeks or more b. SEN Support b.1. Less than 6 weeks b.2. 6 weeks or more									
	8	Percentage of children and young people that receive short breaks a. Statement of SEN or EHCP b. SEN Support									
	9	Percentage of children and young people that are eligible for Free School Meals at each School Census a. Statement of SEN or EHCP b. SEN Support									
	10	Number of personal budgets included within EHCPs									



Equality Impact Assessment

Preliminary assessment form v5 / 2013

www.portsmouth.gov.uk

The preliminary impact assessment is a quick and easy screening process. It should:

- identify those policies, projects, services, functions or strategies which require a full EIA by looking at:
 - negative, positive or no impact on any of the equality groups
 - opportunity to promote equality for the equality groups
 - data / feedback
- prioritise if and when a full EIA should be completed
- justify reasons for why a full EIA is not going to be completed

Directorate:

Director of Children services & education

**Function e.g. HR,
IS, carers:**

EDUCATION

Title of policy, service, function, project or strategy (new or old) :

Change to SEN designation of Redwood Park school

Type of policy, service, function, project or strategy:

☐

Existing

☒

New / proposed

☐

Changed

Q1 - What is the aim of your policy, service, function, project or strategy?

To redesignate Redwood Park school to a school for pupils with severe learning difficulties (SLD) and autistic spectrum condition (ASD)

Q2 - Who is this policy, service, function, project or strategy going to benefit or have a detrimental effect on and how?

This proposal recognises the increased incidence of children with complex special educational needs (SEN) particularly SLD and ASD in the Portsmouth and increases the range of provision that can be educated in provision based in the City.

Q3 - Thinking about each group below, does, or could the policy, service, function, project or strategy have a negative impact on members of the equality groups below?

Group	Negative	Positive / no impact	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is "negative" or "unclear" consider doing a full EIA

Q4 - Does, or could the policy, service, function, project or strategy help to promote equality for members of the equality groups?

Group	Yes	No	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy or maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is "no" or "unclear" consider doing a full EIA

Q5 - Do you have any feedback data from the equality groups that influences, affects or shapes this policy, service, function, project or strategy?

Group	Yes	No	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pregnancy and maternity

☐☒☐

Other excluded groups

☐☒☐

If the answer is "no" or "unclear" consider doing a full EIA

Q6 - Using the assessments in questions 3, 4 and 5 should a full assessment be carried out on this policy, service, function or strategy?

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yes

☒

No

Q7 - How have you come to this decision?

Appropriate educational provision will continue to be provided for pupils with all special educational needs either within mainstream school or in a designated special school.
Pupils currently attending Redwood Park School will continue to be placed there (irrespective of their category of need) as long as the school can meet their needs.

If you have to complete a full EIA please contact the Equalities and diversity team if you require help
Tel: 023 9283 4789 or email: equalities@portsmouthcc.gov.uk

Q8 - Who was involved in the EIA?

Janet Andrews

This EIA has been approved by: Chris Williams

Contact number:

x8570

Date:

12/7/16

Please email a copy of your completed EIA to the Equality and diversity team. We will contact you with any comments or queries about your preliminary EIA.

Telephone: 023 9283 4789

Email: equalities@portsmouthcc.gov.uk