

Lancashire County Council

Education Scrutiny Committee

Tuesday, 3rd March, 2020 at 10.30 am in Cabinet Room 'C' - The Duke of Lancaster Room, County Hall, Preston

Agenda

Part I (Open to Press and Public)

No.	Item
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1.	Apologies
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2.	Disclosure of Pecuniary and Non-Pecuniary Interests
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Members are asked to consider any Pecuniary and Non-Pecuniary Interests they may have to disclose to the meeting in relation to matters under consideration on the Agenda.

3.	Minutes of the meetings held on 30 January 2020 and 5 February 2020	(Pages 1 - 6)
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4.	Early Years Strategy 2020- 2023	(Pages 7 - 60)
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5.	Developing the Approach and Provision for Children and Young People with Special Educational Needs and Disabilities	(Pages 61 - 78)
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6.	Schools Causing Concerns Task and Finish Group Final Report	(Pages 79 - 108)
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7.	Education Scrutiny Committee Work Programme 2019/20	(Pages 109 - 116)
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8.	Urgent Business
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An item of urgent business may only be considered under this heading where, by reason of special circumstances to be recorded in the Minutes, the Chair of the meeting is of the opinion that the item should be considered at the meeting as a matter of urgency. Wherever possible, the Chief Executive should be given advance warning of any Member's intention to raise a matter under this heading.

9. Date of the Next Meeting

The next scheduled meeting of the Committee is due to be held at 10.30am on the 7 July 2020 in Cabinet Room 'C' at County Hall, Preston.

County Hall
Preston

L Sales
Director of Corporate Services

Lancashire County Council

Education Scrutiny Committee

Minutes of the Meeting held on Thursday, 30th January, 2020 at 10.30 am in Committee Room 'C' - The Duke of Lancaster Room, County Hall, Preston

Present:

County Councillor Christian Wakeford (Chair)

County Councillors

L Beavers	J Mein
A Cheetham	E Nash
B Dawson	D Stansfield
J Eaton	P Steen
A Gardiner	M Salter
A Kay	D O'Toole
T Martin	

Co-opted members

Mr John Withington, Representing Parent Governors
(Primary)

County Councillors Tony Martin, David O'Toole and Lorraine Beavers replaced County Councillors Munsif Dad, Stephen Clarke, and Jenny Molineux respectively for this meeting.

The Committee was informed of the tragic death of Claire Lucas, Headteacher of Bradley Nursery School on Friday 24 January 2020. The Committee passed on their condolences to her family, friends and loved ones and held a one minute silence in her memory.

1. Apologies

Apologies were received from County Councillor John Potter, and Mr Simon Smith, Dr Sam Johnson and Mrs Janet Hamid.

2. Disclosure of Pecuniary and Non-Pecuniary Interests

County Councillor Peter Steen disclosed a Non-Pecuniary interest as he and his wife are Governors at Bacup Nursery School.

3. Call In Request: The Future of Maintained Nursery Schools

It was reported that on 16 January 2020, Cabinet considered and approved the recommendations contained in the Future of Maintained Nursery Schools report.

Following requests from 11 County Councillors in accordance with the “Call In” procedures, the Chair of the Education Scrutiny Committee has called a meeting to consider calling in the decision.

The Committee welcomed County Councillors Azhar Ali, Lizzi Collinge, Sobia Malik, Nikki Hennessey, Tony Martin, and Angela Towers, Head teacher of Woodfield Primary School to present their reasons for why the decision should be reconsidered by Cabinet.

County Councillor Philippa Williamson, Cabinet Member for Children, Young People and Schools, Geoff Driver, The Leader of the County Council and Keith Iddon, Deputy Leader of the County Council and Cabinet Member for Highways and Transport, along with Sarah Callaghan, Director of Education and Skills and Andrew Good, Head of Service for Financial Management (Development and School) spoke in response.

The Committee carefully considered all of the information presented as part of the case for Call-In including further representation on behalf of the maintained nursery schools as well as responses from Cabinet Members and officers. It was proposed and seconded that the Cabinet decision on 16 January 2020 in relation to the Future of Maintained Nursery Schools should not be called in. A friendly amendment to the motion was proposed for the outcome of the consultation to be reported to the Education Scrutiny Committee prior to Cabinet was accepted. On being put to the vote, the motion was carried and it was therefore:

Resolved: That;

- i. the Cabinet decision on 16 January 2020 in relation to the Future of Maintained Nursery Schools should not be called in; and
- ii. The outcome of the consultation on maintained nursery schools be reviewed at a future meeting of the Education Scrutiny Committee.

4. Urgent Business

There were no items of Urgent Business.

5. Date of the Next Meeting

The next ordinary meeting of the Committee is due to be held at 10.30am on Wednesday 5 February 2020 in Cabinet Room 'C' at County Hall, Preston.

L Sales
Director of Corporate Services

County Hall
Preston

Lancashire County Council

Education Scrutiny Committee

**Minutes of the Meeting held on Wednesday, 5th February, 2020 at 10.30 am
in Committee Room 'C' - The Duke of Lancaster Room, County Hall, Preston**

Present:

County Councillor Andrea Kay (Chair)

County Councillors

A Cheetham	E Nash
B Dawson	J Potter
J Eaton	D T Smith
K Ellard	D Stansfield
A Gardiner	A Schofield
J Mein	B Yates

Co-opted members

Mrs Janet Hamid, Representing Parent Governors
(Secondary)
Simon Smith, Representing RC Schools
Dr Sam Johnson, Representing CE Schools
Mr John Withington, Representing Parent Governors
(Primary)

County Councillors Kevin Ellard, Alan Schofield and Barrie Yates replaced
County Councillors Munsif Dad, Matthew Salter and Peter Steen respectively.

County Councillor Andrea Kay chaired the meeting in the absence of County
Councillor Christian Wakeford.

1. Apologies

There were no apologies.

2. Disclosure of Pecuniary and Non-Pecuniary Interests

County Councillors Kevin Ellard and Jennifer Mein declared non-pecuniary
interests as they were both school governors.

3. Minutes of the meeting held on 29 October 2019

Resolved: The minutes from the meeting held on 29 October 2019 be confirmed
and as an accurate record and signed by the Chair.

4. Lancashire Schools Attainment

The Chair welcomed Paul Duckworth, Head of Service Education and Paul Dyson-Knight, Secondary Team Leader, to the meeting.

The report presented provided detail of standards in Lancashire schools, together with a summary of judgements by Ofsted.

The committee was informed that Ofsted had introduced its revised inspection framework at the start of the current academic year and early indications suggested the changes could result in some schools, currently rated as outstanding, struggling to retain this judgement.

The new inspection framework focused on the quality of education. This had been interpreted as a shift to the strength and breadth of the curriculum on offer to pupils.

It was pointed out to members that Ofsted's expectation for schools to be ambitious for all pupils, including those from disadvantaged backgrounds or with special needs, mirrored the ongoing focus in Lancashire enabling access to the wider curriculum.

The committee heard that Lancashire was likely to follow a national trend for a reduction in the number of outstanding schools this year. That would come after a 3.3% fall locally over the past three years in secondary schools rated good or outstanding, with 75% now in the top two categories. At primary level, 92% of schools in Lancashire were rated good or better. This had not really changed over the past three years and was above the national average.

Members were informed that another change to the inspection could affect primary and secondary schools with an outstanding Ofsted rating. Outstanding rated schools have previously been exempt from routine inspection, however this will change from September 2020 with Ofsted set to re-inspect all such schools within the next five years.

It was noted that outcomes for children with SEND, disadvantaged pupils, Children Looked After (CLA) and Children in Need (CIN), and for white British boys, was currently not good enough and were key priorities for the service moving forward.

The committee raised concerns on various aspects of Lancashire's educational performance reported.

Members were keen to understand how the county council planned to address these concerns. It was reported that Lancashire County Council was looking at having a more joined up way of working with partners through local networking as well as working with groups of schools in different networks. These networks would be overseen by a new strategic Lancashire Education Partnership Board.

The board would be chaired by the Lancashire County Council's Executive Director of Education and Children's Services.

It was reported that the aims of the new system led school improvement model would be to ensure that the schools are at the heart of the system led approach with a team around the school consisting of partner agencies such as health, Police, housing, inclusion etc.

Members were pleased to note the work being undertaken on strategies to address the current attainment concerns and requested a report to come back to a future meeting of the committee on the progress of the new system led school improvement model.

Resolved: That;

- i. The standards of achievement by Lancashire children be noted.
- ii. Comments be noted on the work undertaken to address any issues and sustain improvement.
- iii. An update on the progress of the improvement model be provided at a future meeting of the Education Scrutiny Committee.

5. Education Scrutiny Committee Work Programme 2019/20

The work plan for the Education Scrutiny Committee for the 2019/20 municipal year was presented to the Committee. The topics included were identified at the work planning workshop held on 22 July 2019.

Resolved: The report and work plan presented be noted.

6. Urgent Business

There were no items of Urgent Business.

7. Date of the Next Meeting

The next meeting of the Education Scrutiny Committee is due to be held on 3 March at 10.30am in Cabinet Room C, at County Hall, Preston.

L Sales
Director of Corporate Services

County Hall
Preston

Education Scrutiny Committee

Meeting to be held on Tuesday, 3 March 2020

Electoral Division affected: (All Divisions);
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Early Years Strategy 2020- 2023

(Appendices 'A' to 'C' refer)

Contact for further information:

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sarah.callaghan@lancashire.gov.uk

Executive Summary

As an action from the Education Scrutiny Committee meeting on 22 July 2019, this is an update from the Director of Education and Skills on the development of an Early Years strategy.

Recommendation

The Education Scrutiny Committee is asked to consider the information presented and provide appropriate feedback.

Background and Advice

1.1 Our vision for the strategy is that all our children, young people and their families are safe, healthy and achieve their full potential. Hence we have taken a real partnership approach in identifying the priority areas which we believe will get the best outcomes and reduce inequalities for our children, young people and families across Lancashire.

1.2 For the purposes of this strategy, early years is from pre-birth to five years old. This broad definition of early years is in recognition of the importance of a healthy pregnancy, good parenting and high quality education and childcare in influencing outcomes, and that the move into primary school is a critical period in all children's lives. Many aspects of this strategy are equally relevant to children beyond the age of five.

1.3 The strategy will ensure:

- a preventative and early intervention approach that supports children, young people and families to build resilience and take responsibility for their own health and wellbeing;
- children get the best start in life so they are able to learn and develop resilience, capability, confidence and self-assurance through positive relationships;

- building of community capacity to promote health and wellbeing using local assets;
- shared leadership and a joined-up approach to commissioning which is committed to driving real action and change to reduce inequalities and improve education, health and wellbeing outcomes for babies, children and young people living in Lancashire.

1.4 We are working with Public Health and other services to help achieve the best possible start in life recognising that development begins before birth. As Professor Sir Michael Marmot stated: 'The foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood. What happens during these early years has lifelong effects on many aspects of health and well-being. We have therefore focussed our strategy on 4 key priority areas:

1. To ensure better maternal and child outcomes throughout pregnancy, birth and beyond.
2. To ensure children families and communities are school ready and schools ready for children.
3. To ensure improved health and wellbeing outcomes through the Healthy Child programme.
4. To target inequalities and improve outcomes in the areas of greatest need.

1.5 The strategy has been approved by the Children, Young People and Families Partnership Board and is now in a 'final' draft version as at Appendix 'A'. Provided at Appendix 'B' is the Early Years Strategy 'plan on a page' and at Appendix 'C', a copy of the presentation to be discussed, is included.

Consultations

2.1 The strategy has been developed with partners from Public Health, Virgin Care, Education Improvement (early years), the Inclusion Service and Children and Family Well-being service. The development of the strategy has been led by Helen Belbin (Early Years Senior Adviser) and Ruksana Sarsar-Akram (Interim Public Health Consultant).

2.2 The strategy has been approved by the Children, Young People and Families Partnership Board and is now in a 'final' draft version.

2.3 Feedback on the strategy will also be sought as part of the LGA Peer Review scheduled for 24 – 27 March 2020.

Implications:

This item has the following implications, as indicated:

Risk management

Financial

3.1 Lancashire County Council, amongst one third of other local authorities, is on the lowest level of funding for Early Years. This could impact on the capacity within the system to deliver this strategy. As committee members will be aware we are providing intensive support for maintained nursery schools to ensure their financial viability; whilst also lobbying government for sustainable funding for the sector overall. Private nurseries, which make up the bulk of our provision are also under the same financial constraints and are suffering similar challenges.

Local Government (Access to Information) Act 1985

List of Background Papers

N/A

Reason for inclusion in Part II, if appropriate

N/A



The Early Years of Life

A Strategy to ensure children, young people and their families are safe, healthy and achieve their full potential in Lancashire

2020 - 2023

DRAFT VERSION 5 (28th January 2020)

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- Appendix I: Deprivation map
- Appendix II: Lancashire child health profiles
- Appendix III: Outcomes dashboard

FOREWORD



We are delighted to introduce the Lancashire Early Years Strategy 2020-2023. Our vision for the strategy is that all our Children, young people and their families feel safe, healthy and achieve their full potential. Hence we have taken a real partnership approach in identifying the priority areas which we believe will get the best outcomes and reduce inequalities for our children, young people and families across Lancashire.

The Lancashire Early Years Service delivers key statutory functions for Lancashire County Council including management of funded free early education, supporting and monitoring standards and provision across early years settings, provision of early help, SEND services, support for early years provision and the Early Years Foundation Stage statutory assessment.

As a council we are committed to delivering the best possible services and recognise the significant part our service plays in the early intervention and preventative agenda. We are working with Public Health and other services to help achieve the best possible start in life recognising that development begins before birth. As Professor Sir Michael Marmot stated: 'The foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood. What happens during these early years has lifelong effects on many aspects of health and well-being. We have therefore focussed our strategy on 4 key priority areas:

To ensure better **maternal and child outcomes** throughout **pregnancy, birth and beyond**

To ensure children families and communities are **school ready** and schools ready for children

To ensure improved health and wellbeing outcomes through the **Healthy Child programme**

To target **inequalities** and **improve outcomes** in the areas of greatest need

In Lancashire the number of our children achieving a good level of development by the end of reception has been increasing over the last 5 years. A key priority is to ensure we have robust plans in place to ensure children are school ready and our schools are ready for children so we see further increases in the number of children with a good level of development and educational attainment.

We are also keen to improve the areas where we are not doing so well through the commissioning and delivery of the Healthy Child programme and early access to our Early Help offer which we have just reviewed. We hope that by focussing on these priority areas we will see a measurable change in reducing inequalities in areas of greatest need in the longer term.

It has been a privilege to have worked with all our partners across Lancashire and other organisations to develop an Early Years Strategy which will inform the development of local plans based on evidence, need and outcomes which we will measure accordingly.

Councillor Phillippa Williamson
Cabinet Member for Children, Young People and Schools

1. INTRODUCTION

1.1 Purpose of the Early Years Strategy

Every baby and child living and growing up in Lancashire deserves the best possible start in life and the best support that allows them to fulfil their potential. Children develop quickly in their early years and a child's experiences between birth and age five has a major impact on their future life chances. We want all our children to be happy, healthy and grow into confident, capable and resilient young adults.

Our Lancashire children starting school will all have different experiences, as will their families and carers. How good and positive those experiences are by the time they start school will depend on a whole range of factors, like where they grow up, the family they grew up in, the opportunities they have to play and learn and the support they have in their own communities.

A lack of attachment and stressful experiences in the early years can impact negatively on physical and emotional development. There is capacity for healing through changing circumstances, taking nurturing approaches and supporting resilience through family support, childcare providers, schools, communities and services.

Children feeling safe is also critical to supporting them into adulthood. This strategy focuses on vulnerable families and addresses issues of child poverty to empower families to keep themselves and their children safe and well cared for; having the personal resources to cope in difficult situations; knowing where to go for help; and finding help from services that understand and respond to differences in personal circumstances for example for lone parents, parents with a disability, and teenaged and young parents.

Lancashire is committed to working in partnership to achieve the very best start for its youngest children in delivering the Early Years Foundation Stage (EYFS) Statutory Framework for children between birth and age five with fidelity and consistency. The framework is mandatory for all early years providers in England.

Lancashire's key responsibilities are outlined in the *"Early education and childcare statutory guidance for local authorities"*. This guidance applies to "the free entitlements for two-, three- and four-year-olds, both the universal entitlement and the extended entitlement which secures sufficient childcare for working parents, provides information advice and assistance to parents and provides information, advice and training to childcare providers."

Lancashire's vision is for all children to be able to take up their funded hours in a high quality setting. Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children leading to better outcomes. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. Lancashire's work with funded education providers is designed to help shape and secure quality provision in accordance with the EYFS and, notably, its guiding principles.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

In all parts of Lancashire, sufficient, high quality early years provision is vital to ensuring all of our children receive the following:-

- Quality and consistency in the provision of all early years services so that every child makes good progress and no child gets left behind
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and assessed and reviewed regularly
- Good and effective partnership working between practitioners and with parents and/or carers so that information can be shared and additional support identified and provided at the earliest opportunity

1.2 What do we mean by "early years"?

For the purposes of this strategy, early years is from pre-birth to five years old. This broad definition of early years is in recognition of the importance of a healthy pregnancy and good parenting and high quality education and childcare in influencing outcomes, and that the move into primary school is a critical period in all children's lives. Many aspects of this strategy are equally relevant to children beyond the age of five.

1.3 Why have a strategy?

We know however from looking at the information we collect on health, education and other outcome measures, such as income levels and unemployment, that there are differences in how our children are developing. These differences can be seen depending on where families live; between boys and girls; between different cultural and social groups and their experiences of family life; and between those children who are looked after and/or have special educational needs and disabilities.

The overall aim is to ensure children and families have the best start in life through reducing inequalities in health, promoting good health, and readiness to play and learn.

We take an "earliest intervention" approach in child development so that all children can thrive at each age and stage of development. Underpinning this strategy is a focus on progressive universalism, which means a core offer for all families and targeted support for those families according to the level of need.

1.4 What will the strategy do?

The strategy will ensure:

- a preventative and early intervention approach that supports children, young people and families to build resilience and take responsibility for their own health and wellbeing

- Children get the best start in life so they are able to learn and develop resilience, capability, confidence and self-assurance through positive relationships
- building of community capacity to promote health and wellbeing using local assets
- Shared leadership and a joined-up approach to commissioning which is committed to driving real action and change to reduce inequalities and improve education, health and wellbeing outcomes for babies, children and young people living in Lancashire.



2. VISION AND KEY PRIORITIES

2.1 Our vision

Children, young people and their families are safe, healthy and achieve their full potential.

2.1 Our key priorities

- ❖ We will improve outcomes for our babies, children, young people and families.
- ❖ We will focus on prevention and evidence-based practice in order to improve the environment, reduce inequalities and build resilience.
- ❖ We will provide children and young people with high quality education and learning opportunities so children and young people achieve their full potential in education, learning and future employment.
- ❖ We will support children, young people and their parents to make healthy lifestyle choices and to build strong families, friendships and healthy relationships.
- ❖ We will prevent the need for children to become looked after through Early Help, so children and young people feel safe from harm through universal and targeted services.
- ❖ We will support parents and families to influence decision-making and bring about positive change for themselves and their children.

2.3 How will we do this?

We have identified four priority areas we need to focus on in the next three years if we are to see tangible benefits and improved outcomes.

Key Priority	Objective
1) Best start in life	❖ To reduce inequalities in pregnancy and ensure better maternal and infant outcomes
2) School readiness	❖ To ensure children, families and communities are school ready and schools are ready for children
3) Health and wellbeing	❖ To ensure effective delivery and commissioning of appropriate services for children, young people and families working within the framework of the Healthy Child Programme
4) Inequalities and societal issues	❖ To target inequalities and improve education, health and wellbeing outcomes in areas of greatest priority and need

2.4 Our outcomes

- ❖ We want to reduce infant mortality by ensuring we focus on conception, birth and healthy pregnancies across the social gradient
- ❖ We want to increase school readiness at the end of the reception year (with a focus on closing the word gap).

- ❖ We want to reduce inequalities in health through the provision of mandated universal and targeted services.
- ❖ We want to ensure a broader focus on reducing child poverty and inequalities, and their impact across the social gradient.

3 NATIONAL AND LOCAL STRATEGIC CONTEXT

3.1 National drivers

- 3.1.1 Each day is important in a child's development, especially those first 1,000 days of life, which Unicef calls the "brain's window of opportunity" and says: : *"The time spanning roughly between conception and one's second birthday - is a unique period of opportunity when the foundations of optimum health, growth, and neurodevelopment across the lifespan are established."*
- 3.1.2 **The Marmot Report** on health inequalities cited evidence that development begins before birth and that the health of a baby is crucially affected by the health and well-being of the mother. Professor Sir Michael Marmot wrote: *"The foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood. What happens during these early years (starting in the womb) has lifelong effects on many aspects of health and well-being."*
- 3.1.3 In January 2016 "**Better Births: a five-year forward view for maternity care**" was published, with recommendations for all sectors of health and social care to make to improve maternity outcomes.
- 3.1.4 A recent Department for Education (DfE) statement clearly illustrates the importance of early education in government strategy: *"The first few years of a child's life are critical to shaping their future development, and our ambition is to provide equality of opportunity for every child, regardless of background or where they live, because we know that good early years education is the cornerstone of social mobility."*
- 3.1.5 **School Nurseries Capital Fund, September 2018.** Improving social mobility through education - A good early years education is the cornerstone of improving social mobility
- 3.1.6 **0 to 19 agenda / March 2018 Best start in life and beyond child poverty.** This document is one of four supporting guides to assist local authorities in the commissioning of health visiting and school nursing services to lead and coordinate delivery of public health for children from birth up to the age of 19.
- 3.1.7 National agencies are increasingly focused on the school readiness of young children. It is a measure of how prepared a child is to succeed in school cognitively, socially and emotionally and is impacted by a whole range of indicators: those related to the family (maternal mental health, homelessness, family income and parental education), the child (low birth weight, health status and immunisation rates) and services (quality and availability of funded early education) among many others. Two key specific indicators are:
 - Percentage of children achieving a good level of development at the end of reception year.
 - Percentage of children with free school meal status achieving a good level of development at the end of reception year.

3.1.8 In July 2018, the Secretary of State for Education announced his ambition to halve the proportion of children who do not achieve at least expected levels across all goals in the "communication and language" and "literacy" areas of learning in the Early Years Foundation Stage (EYFS) Profile at the end of reception year by 2028.

3.1.9 This ambition builds on "**Unlocking Talent, Fulfilling Potential: a plan for improving social mobility through education**" which set out the government's plans to close the word gap in the early years, which it describes as the "first life ambition".

On 14 December 2017, the Department for Education (DfE) launched Unlocking Talent, Fulfilling Potential: a plan for improving social mobility through education. The plan sets an overarching ambition: no community left behind.

Ambition 1 is to close the word gap in the early years. Children with strong foundations will start school in a position to progress, but too many children still fall behind early, and it is hard to close the gaps that emerge. We need to tackle these development gaps at the earliest opportunity, particularly focussing on the key early language and literacy skills, so that all children can begin school ready to thrive

3.1.10 **Early Years Workforce Strategy 2017**. This document sets out how the DfE plans to support the early year's sector to remove barriers to attracting, retaining and developing the early year's workforce.

3.1.11 **Legislation and statutory duties 2014 Children and Families Act**. This is a key driver for a range of recent reforms and policy development was the 2014 Children and Families Act.

3.1.12 **The Code of Practice 0-25 for children and young people with special educational needs and disabled children and young people** provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England.

3.1.13 **Statutory guidance for early years and childcare**. This guidance from the DfE is for English local authorities on their duties pursuant to Section 2 of the Childcare Act 2016 and have regard to this guidance when seeking to discharge their duties.

3.2 Local drivers

3.2.1 **Lancashire Health and Wellbeing Board**. Upper tier and unitary local authorities are required to have a health and wellbeing Board. The board comprises a range of partner agencies and has a duty to decide what the main public health needs of the population are and to determine how to meet them in an integrated way.

The board has a responsibility for child health and wellbeing and key actions such as infant mortality have been identified. An infant mortality strategic action plan is being developed.

3.2.2 The local **Joint Strategic Needs Assessment (JSNA)** is used to assess the current and future healthcare and wellbeing needs of our residents. These needs can only be met by collaborative working across all local authorities, clinical commissioning groups (CCGs), the NHS and a range of other partners including the voluntary, community, faith and social enterprise (VCFSE) sector, and our communities themselves working together in partnership.

3.2.3 The **Lancashire Children and Young People's Partnership Board** provides strategic direction for Lancashire in order to promote integration and to achieve our vision. This will be done through delivering our key local priorities, policies and strategies including the Lancashire Children and Young People's Plan.

- 3.2.4 In January the **Healthier Lancashire and South Cumbria Integrated Care System** (ICS) published its ICS strategy that sets out how the ICS will work towards its vision that our “communities be healthy and local people will have the best start in life so they can live longer, healthier lives”. There is a key focus on a better start for children and young people.

This strategy, which aims to providing support as soon as a problem emerges, at any point in a child’s life – from pre-birth, the foundation years through to the teenage years.

- 3.2.5 **Lancashire Safeguarding Children Board** (LSCB). This board is a statutory body established under the Children Act 2004, responsible for ensuring that all agencies who work with children and young people work together to safeguard and promote the welfare of children in the local area. However the structure this is also changing in view of new legislation which has to be implemented from 2019.
- 3.2.6 This Lancashire Safeguarding Childrens Board also include the findings, learning and recommendations from the Child Death Overview Panel which will support the areas identified as preventable such as modifiable factors and adverse childhood experiences.
- 3.2.7 **Family experiences.** To help us to inform and implement this strategy, we gathered the experiences, views and ideas of mums, dads, grandparents, carers, childminders and multi-agency front-line practitioners and managers of services.
- 3.2.8 Lancashire Special Educational Needs and Disabilities Strategy

4 LANCASHIRE AT A GLANCE

4.1 Demographics

Information is collected on a wide range of measures throughout our lifetime and is used to help those who make decisions at government level to plan services for families and communities and what health services are needed to look after the local population. This information helps us to build up a picture of an area such as that covered by Lancashire County Council and the people and families who live here.

4.1.1 Children aged 0-5 living in Lancashire

Knowing where our families and very young children live is important in deciding how resources are allocated and how services should be commissioned and delivered across the county. Where we live is important in understanding other challenges linked to social inequalities such as poverty and being able to access services.

- As at the ONS Mid-Year Population Estimate for 2018, there are a total of 1,210,053 people living in Lancashire.
- Of these, there are 81,508 children aged between new-born and five years old.
- This represents 6.7% of the total population.
- There is a slightly higher number of boys at a count of 41,707 (51%) compared to girls at a count of 39,801 or 49%.
- Preston has the highest number with 10,952 boys and girls compared to Ribble Valley with the lowest numbers at 3,157 boys and girls.
- Trend line analysis over the five to six years leading up to 2018 shows the numbers of children born each year has been gradually decreasing.

4.1.2 Social disadvantage and poverty across Lancashire

Where they live is an important factor in shaping outcomes for our Lancashire children. Evidence tells us that very young children and their families who live in communities that are less well-off than others (looking at the Index of Multiple Deprivation) do less well than their peers living in better off areas (see Appendix I).

- One in three (32%) of our children aged up to five years old live in the top fifth of the most deprived areas nationally.
- A third of our very young children are living in our poorest neighbourhoods and communities (Burnley, Hyndburn, Pendle, Preston and West Lancashire).
- If we look at the top 40% most deprived areas nationally, we can see that just over half (51.8%) of our very young children are living in the country's poorest areas.

4.1.3 Special educational needs and disability (SEND)

Where there is disability in a family, whether that is parental or child disability, evidence tells us that disabled people have higher poverty rates than the rest of the population (**Disability and Poverty NPI, 2016**).

Additionally, children with disabilities are less likely to achieve a good level of development (GLD) at the end of the EYFS, more likely to be excluded from school,

achieve on average half a grade lower at GCSE than their peers with similar levels of prior level of attainment, and are less likely to gain employment.

- In 2018 150 children (4.7%) in Lancashire accessing 2 year offer funded early education were identified as having SEND
- In 2018 1570 children (5.8%) in Lancashire accessing 3/4 year offer universal funded education were identified as having SEND, with 270 (3.1%) children with SEND accessing the extended offer.
- Although there has been a slight improvement, fewer children with SEND in Lancashire achieve GLD compared to the national average.

4.2 Inequalities in health

Key issues identified from the **Lancashire Child Health Profile 2019** show that, comparing local indicators with England averages, the health and wellbeing of children in Lancashire is mixed, however there are some areas that are worse than England and therefore a priority for Lancashire (Appendix 2).



5.1.1 Why have we chosen this as a priority for Lancashire?

There are a number of factors that can increase the risk of harm to the unborn baby and many of these are influenced by factors such as income, having support networks, leading a healthy lifestyle, parenting experience or lack of and access to good quality health care and support services.

The health secretary announced his ambition to reduce stillbirth, neonatal death and maternal death by 50% by 2030. In January 2019, that ambition was accelerated to achieve 50% reductions in stillbirth, maternal mortality, neonatal mortality and serious brain injury by 2025.

Low birth weight of term babies can be for a number of reasons, perhaps due to family history. Some risk factors can be associated with an unhealthy pregnancy and the potential harms from smoking, stress and substance misuse.

Infant mortality is an indicator of the general health of an entire population. It reflects the relationship between causes of infant mortality and upstream determinants of population health such as economic, social and environmental conditions.

Deaths occurring during the first 28 days of life (the neonatal period) in particular, are considered to reflect the health and care of both mother and new-born.

5.1.2 Where are we now?

- In 2017, there were 355 low birth weight babies, representing almost 3% of all babies born that year. The picture in Lancashire remains static, with no significant change in recent trends but the two districts, Burnley and Hyndburn stand out as getting worse.
- The infant mortality rate is worse than England with an average of 62 infants dying before age one each year, although the rate has been consistently reducing over time, there has recently been 33 child deaths (one to 17 year olds) each year on average.
- In 2017/18 there were 136 (1%) babies born to teenage mothers in the Lancashire County Council area, or 180 across the larger footprint of the Lancashire and South Cumbria NHS region.
- The areas of Burnley, Hyndburn, Fylde, Preston and parts of West Lancashire stand out as having higher rates of teenage mothers.
- The teenage pregnancy rate is worse than England, with 440 girls becoming pregnant in a year.
- 13.9% of women smoke while pregnant which is worse than the rate for England.
- The rate for Lancashire is 4.7 infant deaths under one year of age per 1,000 live births. This rate is higher than the statistical neighbours' average at 4.3 infant deaths per 1,000 live births, and higher than the England average at 3.9 infant deaths per 1,000 live births.
- Comparing Lancashire trends with England overall shows that Lancashire rates have remained either the same as, or worse than, England over the period between 2001 and 2017.
- We have identified a strong correlation between infant deaths and deprivation.

5.1.3 Where do we want to be?

- ❖ We want to reduce inequalities in maternal health and wellbeing.
- ❖ We want to target inequalities and reduce infant mortality rates.
- ❖ We want to ensure we target vulnerable groups such as teenage pregnancies and children with SEND so they receive the targeted support needed.
- ❖ We want to ensure Lancashire has a greater understanding of adverse childhood experiences including a local approach which includes the development of more targeted support within localities through our revised multi agency early help offer where we will be developing integrated teams.

5.1.4 How will we get there?






Priority 1: Best Start in Life

To ensure the best start in life by reducing inequalities in pregnancy, birth and beyond

- 1) We will develop an integrated care pathway and an outcomes-based approach for mothers, babies and children which supports the needs and wellbeing of the whole family.
- 2) We will ensure midwifery services adopt a personalised approach to supporting healthy pregnancies (adopt the Better Births learning into future commissioning).
- 3) We will develop an infant mortality action plan for Lancashire
- 4) We will embed learning from child death overview panel reports and serious case reviews into ongoing service review as part of a commissioning process of continuous improvement.
- 5) We will ensure better information for mothers, parents and carers on where to access support and advice
- 6) We will ensure practitioners will work to deliver a whole system approach to supporting healthy early attachment and positive relationships in the home and education settings to support children's and mother's emotional health and wellbeing.
- 7) We will increase the number of parent peer champions so we reinvigorate preparation for parenthood through local parenting plans and development of a parenting Strategy
- 8) We will develop integrated early help locality based teams that identify and support our most vulnerable families through the implementation of our revised Multi Agency Early Help offer.

5.1.5 How will we know when we get there?

We will ensure we have a baseline in order to measure outcomes in relation to this priority area based on key health outcomes measures where local targets will be established which are ambitious for Lancashire.

-  Reduce infant mortality
-  Reduce low birth weight of term babies 37 weeks
-  Increase breastfeeding rates
-  Reduce smoking status at time of delivery
-  Reduce under 18s conception rate

5.2.1 Why have we chosen this as a priority for Lancashire?

“School readiness” is a term used to describe the development outcomes of children by the time they get to the end of the reception year at school. It is defined by Public Health England as: *“Children defined as having reached a good level of development at the end of the EYFS as a percentage of all eligible children.”*

Children are defined as having reached a good level of development if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy. Children from poorer backgrounds are more at risk of poorer development and the evidence shows that differences by social background emerge early in life, as we’ve already mentioned.

There is increasing concern about the numbers of children starting school with poor speech, language and communication skills with unacceptable differences in outcomes in different areas of the country. Disparities in early language development are recognisable in the second year of life and have an impact by the time children enter school. Around two-fifths of disadvantaged five-year-olds do not meet the expected literacy standard for their age.

5.2.2 Where are we now?

- Nationally, 28% of children leave reception without the literacy skills they require in order to thrive and succeed (**HM Government, 2018**). In Lancashire the number of our children achieving a good level of development by the end of reception has been increasing over the last five years, although it dropped by 0.3% this year and is below national average.
- However, it had not been increasing as quickly as it has for England and had remained relatively static for the last three years, only rising 0.3%.
- For the year 2017/18, 9,796 (69.5%) of children achieved a good level of development and 4,300 (30.5%) children did not achieve a good level of development by the end of reception.
- At 2017/18, 29.2% or 4,116 of Lancashire children did not achieve the expected goals. If we are to halve this figure, then we need to see a development gain in approximately 2,000 more children born over the next decade to 2028 (based on the reception age population as at 17/18).
- In 2018/19 there has been a reduction of 0.3% compared to last year, with 69.2% of children achieving a good level of development.
- In Lancashire, 70.8% of all children achieve the expected level of development for communication and language and literacy (combined) compared to 72.6% of all children nationally.
- In Lancashire, the gap for all children is 2.6% below the national average for all children that achieve at least the expected level of development for communication and language and literacy (combined).
- We can pinpoint gaps between social groups and between boys and girls.
- 12.8% fewer boys, compared to girls achieve the expected standard in communication and language early learning goals.
- Children born pre-term before 37 weeks of gestation are at increased risk of experiencing difficulties with speech, language and communication. Based on data

from the Office for National Statistics in 2017, 8% of live births in Lancashire were pre-term (born before 37 weeks).

- In financial year 2017/18, 99.1% of children who received a development review at two to two-and-a-half years of age in Lancashire had their development reviewed using the Ages and Stages Questionnaire (ASQ-3) compared 90.2% of children nationally.
- There is also disparity across the County in relation to GLD outcomes where for some children on free school meals (FSM), there has been a 3 year trend that is below national. (Helen tbc)

5.2.3 Where do we want to be?

- ❖ We want to target our combined efforts to reach those prospective new mothers and families living in our most deprived communities.
- ❖ We want to address the gaps we see in development, with a focus on boys, those in receipt of free school meals and children with additional needs.
- ❖ We want to focus on **Closing the Word Gap** and improve child communications outcomes. We would do this through children's speech, language and communication in the home learning environment (HLE), early education environment and through early identification and intervention.
- ❖ We want to work in partnership to achieve the very best start for our youngest children, in delivering the EYFS statutory framework for children between birth and age five, with fidelity and consistency.
- ❖ We want to ensure we deliver on the free entitlements for two, three and four year-olds, both the universal entitlement and the extended entitlement which secures sufficient childcare for working parents, provides information advice and assistance to parents and provides information, advice and training to childcare providers as highlighted in the Early Education and Childcare Statutory Guidance for local authorities (June 2018)
- ❖ We want to ensure all children take up their funded hours in a high-quality setting.
- ❖ We want to ensure we deliver a range of projects to strengthen workforce development.
- ❖ We want to deliver targeted intervention for parents who have concerns about their child's behaviour.

5.2.4 How will we get there?

The following table provides actions to be delivered in this priority area:

PRIORITY 2: Children ready to learn at age two; ready for school at age five

To ensure children families and communities are school ready and schools ready for children

- 1) We will ensure a shared understanding of “school readiness” within early years services, schools and partners across Lancashire
- 2) We will ensure better information for mothers, parents and carers on where to access support and advice, including a social media and digital communication offer for families and practitioners.
- 3) We will ensure partners and education settings understand and respond to the development gaps through “warranted variation” so that we target resources to where they are most needed
- 4) We will ensure the two-year-old funding take-up is improved and benefits disadvantaged children and families*
- 5) We will ensure the home learning environment is encouraged through every contact, through good information, resources and tools.
- 6) We will improve pathways to support early detection of, and access to support and therapy for speech delay through the implementation of a Lancashire speech, language and communication strategy and plan. Detection is no good without access to support and therapy.
- 7) We will ensure affordable and high-quality childcare and early years education for children from disadvantaged communities.
- 8) We will support the provision of free or low-cost alternative activities and community-based support for families and parent/s of very young children as part of an asset-based community development approach.
- 9) We will ensure the quality of provision in early years settings and schools will be supported to ensure that children are supported to make maximum progress from their starting points
- 10) We will ensure we promote children’s own wellbeing and resilience
- 11) We will ensure there is appropriate follow up of children who have been identified with additional needs through the ASQ assessments prior to starting Early Years and school.

**The statutory guidance refers to early years provision free of charge (sections 7 and 7A Childcare Act 2006) and free childcare (section 2 Childcare Act 2016) as the ‘free entitlement(s)’, a ‘free place’ or ‘free hours’. This reference applies to the 15 hour entitlement for the most disadvantaged two-year-olds*

5.2.5 How will we know when we get there?

We will measure outcomes in relation to impact based on key national outcome areas.

- ✚ The proportion of children aged two to two-and-a-half years receiving ASQ-3 as part of the Healthy Child Programme or integrated review and the number of children identified as having additional needs who have been referred for relevant support
- ✚ School Readiness: the percentage of children achieving a good level of development at the end of reception (age five)
- ✚ School Readiness: the percentage of children with free school meal status achieving a good level of development at the end of reception (age five)
- ✚ School Readiness: the percentage of Year 1 pupils achieving the expected level in the phonics screening check (age six)
- ✚ School Readiness: the percentage of Year 1 pupils with free school meal status achieving the expected level in the phonics screening check (age six)
- ✚ To consider the % of children aged two, three and four who have accessed high quality childcare or nursery provision from disadvantaged communities
- ✚ The number and percentage of early years schools and settings who achieve a good or outstanding OFSTED inspection outcome

5.3 Priority 3 > Improved Health and wellbeing outcomes

5.3.1 Why have we chosen this as a priority for Lancashire?

In order to support children, young people and their parents to make healthy lifestyle choices we need to ensure that we provide universal prevention, health promotion and early intervention services as early as possible. This is necessary to identify and prevent the need for children to become looked after through signposting to other services through the Early Help offer ([is there a link to this?](#)) so children, young people and families feel safe from harm through targeted services. This is important in safeguarding and identifying and signposting families and children early.

The 0-19 public health nursing deliver on the Healthy Child Programme as highlighted in the Best start in life and Beyond Commissioning Guidance, which includes the delivery of Universal Health Reviews and assessments. This includes transition from maternity services, the five mandated health reviews, and maternal mood assessment. In addition, this will include health needs assessments and reviews supporting transition for children and deliver the six high impact areas as follows:

Universal Health Reviews	0-5 Years High Impact Areas
1) Antenatal review (women more than 28 weeks pregnant) 2) Birth review (one day to two weeks) 3) Postnatal review (six to eight weeks) 4) 12 months review 5) 24 to 30 months review	1) Transition to parenthood and the early weeks 2) Maternal mental health 3) Breastfeeding (initiation and duration) 4) Healthy weight, healthy nutrition 5) Managing minor illnesses and reducing hospital attendance/admissions 6) Health, wellbeing and development of the child aged two: Two-year-old review and support to be 'ready for school'

It is also important we consider the opportunities for non-statutory education assessments when children enter the free entitlement for nursery education at age three, and at age four in addition to the statutory EYFS profile assessment at the end of reception year. This will support early intervention and where necessary early help if the child is not achieving the age related expectation.

The Service will also support and delivery of the National Child Measurement Programme (NCMP) and comply with Public Health England's NCMP operating guidance.

5.3.2 Where are we now?

- We are not achieving 90% take up of the mandated visits within the health visiting service.
- The MMR immunisation level does not meet recommended coverage (95%). By age two, 88.9% of children have had one dose.
- Population vaccination coverage - Dtap / IPV / Hib (2 years old) in 2018/19 was 89.3% in Lancashire compared to 94.2% in England.
- Dental health is worse than England with 34.0% of 5-year olds have one or more decayed, filled or missing teeth compared to 23.3% in England.
- 10% of children in reception are obese compared to 9.7% in England.
- 19.9% of children in Year 6 are obese compared to 20.2% in England which is worse.

5.3.3 Where do we want to be?

- ❖ We want to ensure we have developed an integrated care pathway for early years services which will include maternity, health visiting and early years children services.
- ❖ We want to agree an integrated workforce development plan for all early years staff.
- ❖ We want the 0-19 Healthy Child Programme integrated with the Children and Family Wellbeing Service
- ❖ We want to ensure easy access to speech, language and communication services across Lancashire.
- ❖ We want to embed a framework for peer-to-peer and cluster working that effectively promotes quality improvement, school readiness and supports children through key transition points, both in and across education settings.
- ❖ We want to establish an effective network of communication champions (language leads) in early years settings and other relevant agencies. This will include peer support.

5.3.4 How will we get there?

The following provides key actions to be delivered for this priority area:

Priority 3: Improving Health and wellbeing outcomes

To ensure improved health and wellbeing outcomes for children through the Healthy child programme

- 1) To develop an integrated care pathway for maternity and integrate the 0-19 Healthy Child Programme with the Children and Family Wellbeing Service
- 2) To commissioning, deliver and monitor the 0-5 health visiting service
- 3) To review the commissioning models for speech, language and communication services across Lancashire.
- 4) To establish an effective network of communication champions (language leads) in early years settings and other relevant agencies. Include peer support.
- 5) To review models to support parent interactions – portage and educational psychology – use of video interaction.
- 6) To ensure all practitioners take appropriate action on families with depression, anxiety and interpersonal violence.
- 7) To develop agree an integrated Workforce Development Plan for Early Years staff as part of the Early Help offer
- 8) To align our services with the objectives of the multi-agency Early Help Strategy by bringing together locality based integrated teams.

5.3.5 How will we know when we get there?

We will measure according to key outcome areas as identified in the Outcomes frameworks for Health and social care and public health from a baseline measure in the following areas:

- ✚ To ensure all families are offered mandated visits.
- ✚ To improve oral health of children from birth to five years old.
- ✚ To reduce hospital admissions caused by unintentional and deliberate injuries in children from birth to four years old.
- ✚ To reduce the number of children who are obese in reception.
- ✚ To increase the number of children, young people and families accessing early intervention and prevention activities and services.
- ✚ To identify children with special educational needs and disabilities early.
- ✚ To increase the number of staff accessing training and development opportunities.

5.4.1 Why have we chosen this as a priority for Lancashire?

Tackling big societal issues such as child poverty are crucial if we are going to address inequalities and improve outcomes for our children, young people and families

The early years strategy and the activity associated with this will help to raise awareness and target poverty through effective commissioning and delivery of statutory, voluntary and community services. Partnership and integrated working with a focus on the wider determinants such as economic development, including improving skills, training and employment opportunities is also essential.

There is a clear role for sectors such as housing (housing providers, homelessness teams, addressing fuel poverty and reducing energy bills). Addressing child poverty will not only be the remit of key partners but also the Local Enterprise Partnership, economic development agencies, district councils, business communities, adult learning and education as well as the statutory, voluntary and community sectors.

The level of "resilience" children and young people, and their families have, is often highly relevant in terms of how they are able to deal with poverty related issues, and how their lives are affected. Working with families to increase their 'resilience' is key to sustained improved outcomes.

Helping families to take ownership of any problems and potential solutions, and where possible providing pathways to help lift families out of the poverty cycle. This includes looking at routes to employment and training for both young people, and for parents and carers, supported by accessible and affordable good quality childcare to enable them to work, whilst their children are being given the best possible start to early learning.

There is also a key focus on the areas of inequality identified within the child health profiles such as mental health issues, tooth decay, traffic accidents, substance misuse, abuse, and community safety. Collaboration and local partnership activity are key components in tackling child poverty related issues. Therefore, strategic partnerships must work together in an integrated way to ensure that long term outcomes for children, young people and their families are improved.

5.4.2 Where are we now?

- The level of child poverty (2016) in Lancashire was better than England with 15.1% children aged under 16 years living in poverty compared to 17% in England
- The rate of child hospital admissions for mental health conditions in Lancashire is 98.8 per 100,000 which is worse than England at 84.7.
- In 2017/18 hospital admissions caused by unintentional and deliberate injuries in children aged up to 14) was 137.1 per 10,000 in Lancashire compared to 96.4 in England.
- There are 224 children (34.1 per 100,000) killed or seriously injured on the roads which is worse than the England value of 17.4 (PHE 2016-17)
- There are 79 children in care in Lancashire (per 100,000) compared to 64 in England

5.4.3 Where do we want to be?







- ❖ We want to ensure action to address the child poverty agenda is embedded at the highest strategic level.
- ❖ We want to ensure ownership and leadership for the child poverty agenda is provided through the Health and Wellbeing Board and the Children's Trust Board.
- ❖ We want to ensure the continued development of a coherent early help offer for families will be driven through the Lancashire early help strategy.
- ❖ We want a whole-family assessment in place and used effectively across all services and sectors, including information shared effectively between agencies
- ❖ We want a workforce that supports working in partnership with parents, to build resilience and enable families to find solutions to issues.
- ❖ We want to ensure that we develop place-based strategies.
- ❖ We want to ensure we reduce inequalities and develop appropriate pathways and strategies to address poor mental health and self-harm, and reduce the rate of child inpatient admissions for mental health conditions.
- ❖ We want to reduce the number of children who are killed or seriously injured on the roads.

5.4.4 How will we get there?

Priority 4: Tackling Big Society Issues	
To target inequalities and improve health and wellbeing outcomes in priority areas	<ol style="list-style-type: none">1) The Health and Wellbeing Board sets clear measurable targets to tackle child poverty and disadvantage2) To achieve year-on-year improvements in child health outcomes through a focus on reducing the risk factors associated with each outcome3) Annual improvement across all "red" indicators in the Child Health Profile, with priority in deprived areas and the outcomes identified across all the priority areas

5.4.5 How will we know when we get there?

We will ensure we have a baseline of information in order to measure outcomes in relation to the impact on health outcomes where local targets will be established which are ambitious for Lancashire.

 Reduce children in low income families
 Reduce hospital admissions caused by unintentional and deliberate injuries
 To reduce average difficulties, score for all looked after children
 Reduce the percentage of children where there is a concern (tbc –a national indicator?)
 To reduce children who are killed or seriously injured on the roads.
 To reduce the rate for self-harm

6. MEASURING PROGRESS

Performance will be measured against the strategic outcomes identified in the early years strategy and the children and young people's plan and against the JSNA.

Early years outcomes across public health, education and all key stakeholders will be captured and reported against within the Early Help shared outcomes framework as part of the implementation of the Multi Agency Early Help Strategy ratified by the Children, Young People and families Board in Dec 2019

Public health outcomes framework (PHOF)

The [PHOF](#) provides all the indicators and the most recent data that is recorded.

We want to be ambitious in our targets so that we improve health outcomes overall but also target work in areas identified as deprived or achieving below the regional and national average as rated red or amber.

The service will be expected to support improvements from the baseline performance data, so we are ambitious and see an improvement in the longer term in all PHOF areas identified by introducing targets which will be measured quarterly and annually where appropriate.

The strategy will be monitored against the outcomes highlighted for children, young people and families and will submit a quarterly report demonstrating activity against these outcome areas as highlighted in the Appendix 3.

7. GOVERNANCE AND REPORTING PROGRESS

The Health and Wellbeing Board will lead and co-ordinate the oversight of the strategic plan as part of a collaborative and shared leadership approach. Delivering and measuring progress against this strategy will be through the Best Start in Life Strategic Group which will be accountable to the Children and Young People and Families Partnership Board.

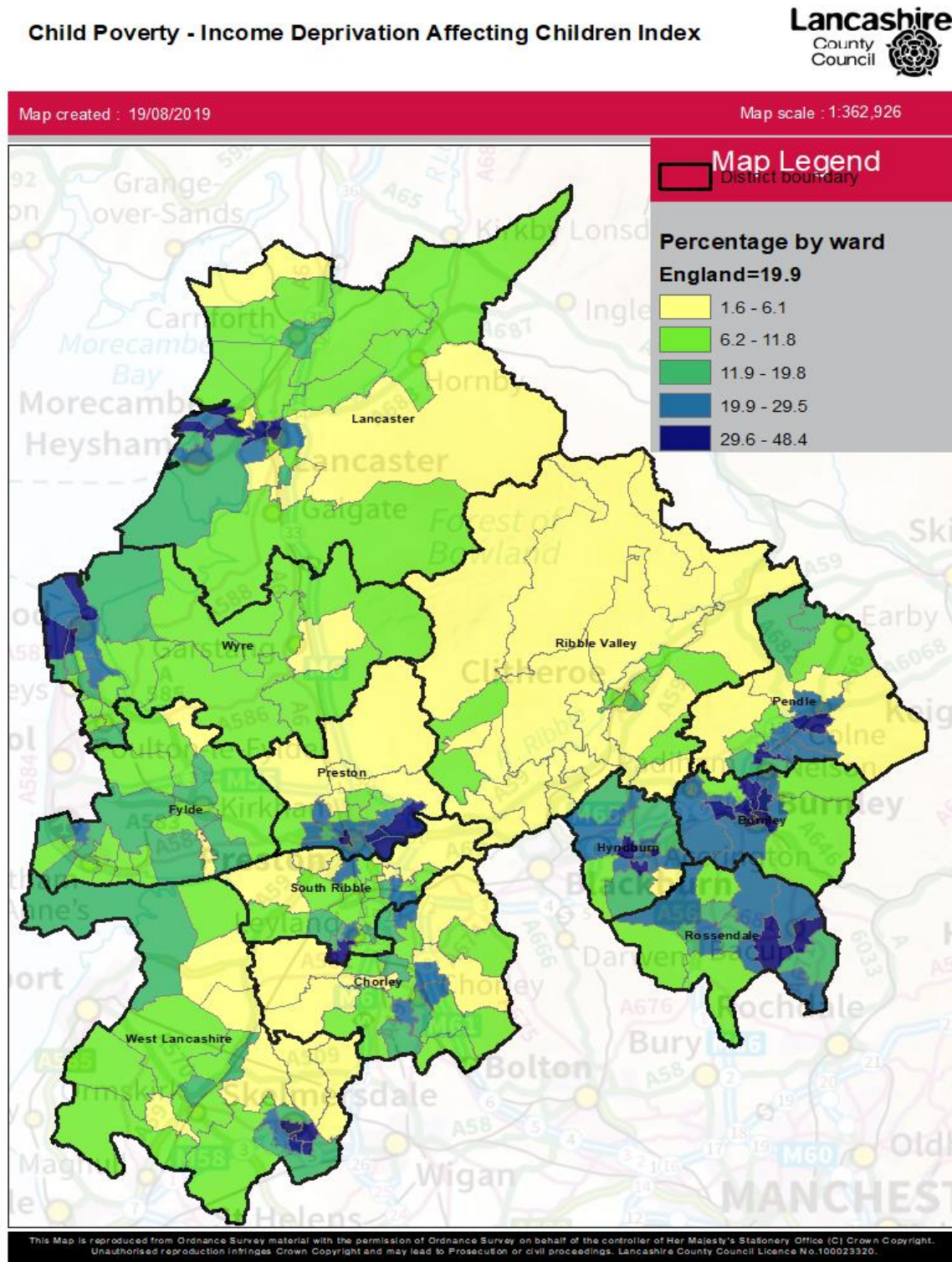
Progress towards achieving the outcomes will be reported through the Children and Young People and Families Partnership Board chaired by the executive director of education and children's services. This strategy will link into as appropriate with other plans to include early help and children with SEND.

Strategic links are therefore key to the delivery of this strategy and plan, with alignment of common actions and themes to the early help strategy; family safeguarding; SEND strategy; managing behaviour strategy and the emotional wellbeing and mental health transformation plan - and to the wider plans for the Lancashire and South Cumbria ICS.

APPENDIX I:

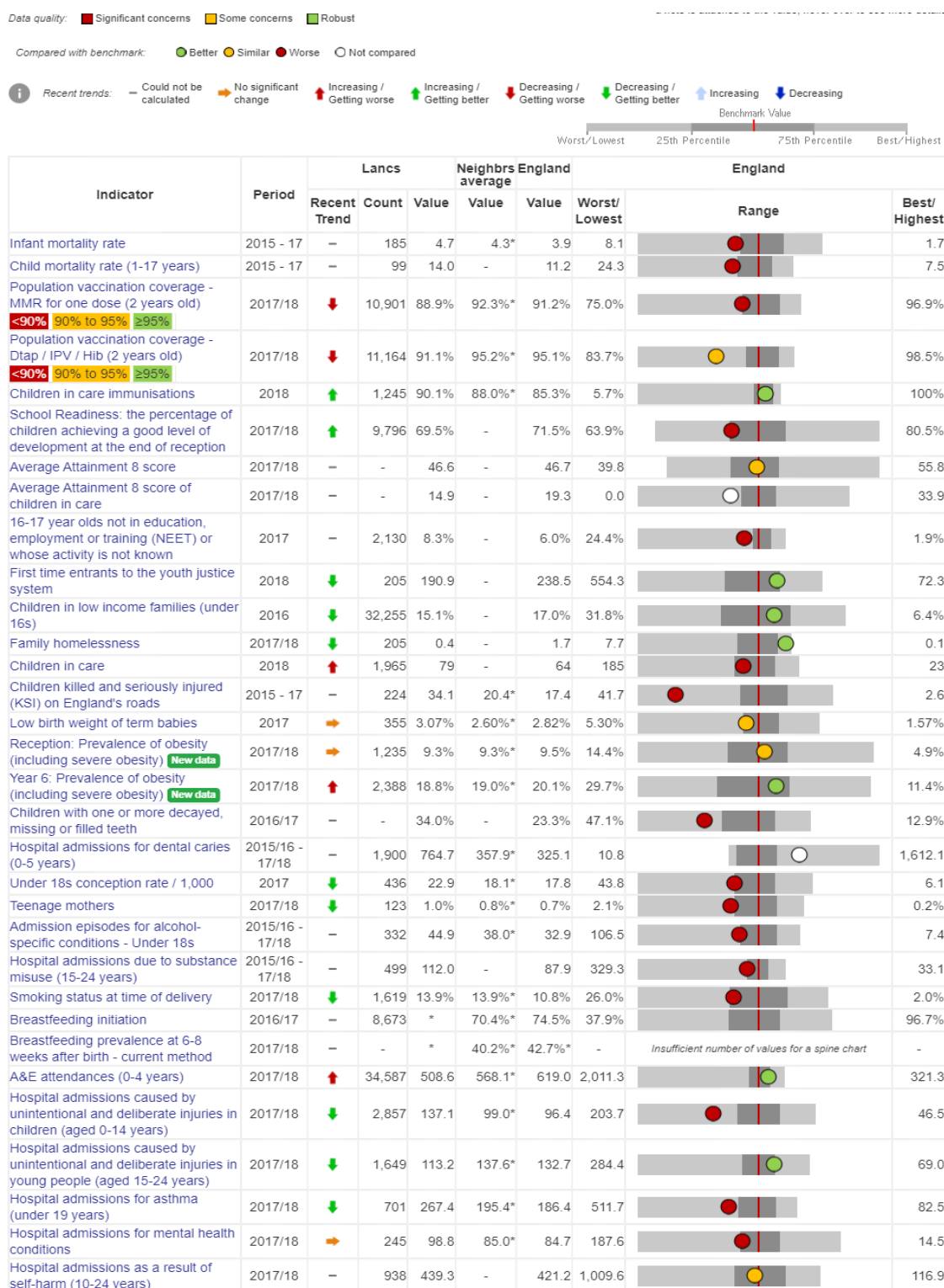
Map 1 –Income deprivation affecting children across Lancashire

The darker shaded areas represent those families and communities especially affected by low income and poverty



Appendix II: Child health profile for Lancashire (March 2019)

This profile shows how Lancashire children are doing against a range of health and education outcome measures, compared to the England average. The “red dots” identify key areas where we must focus our energies, especially for children up to age five.



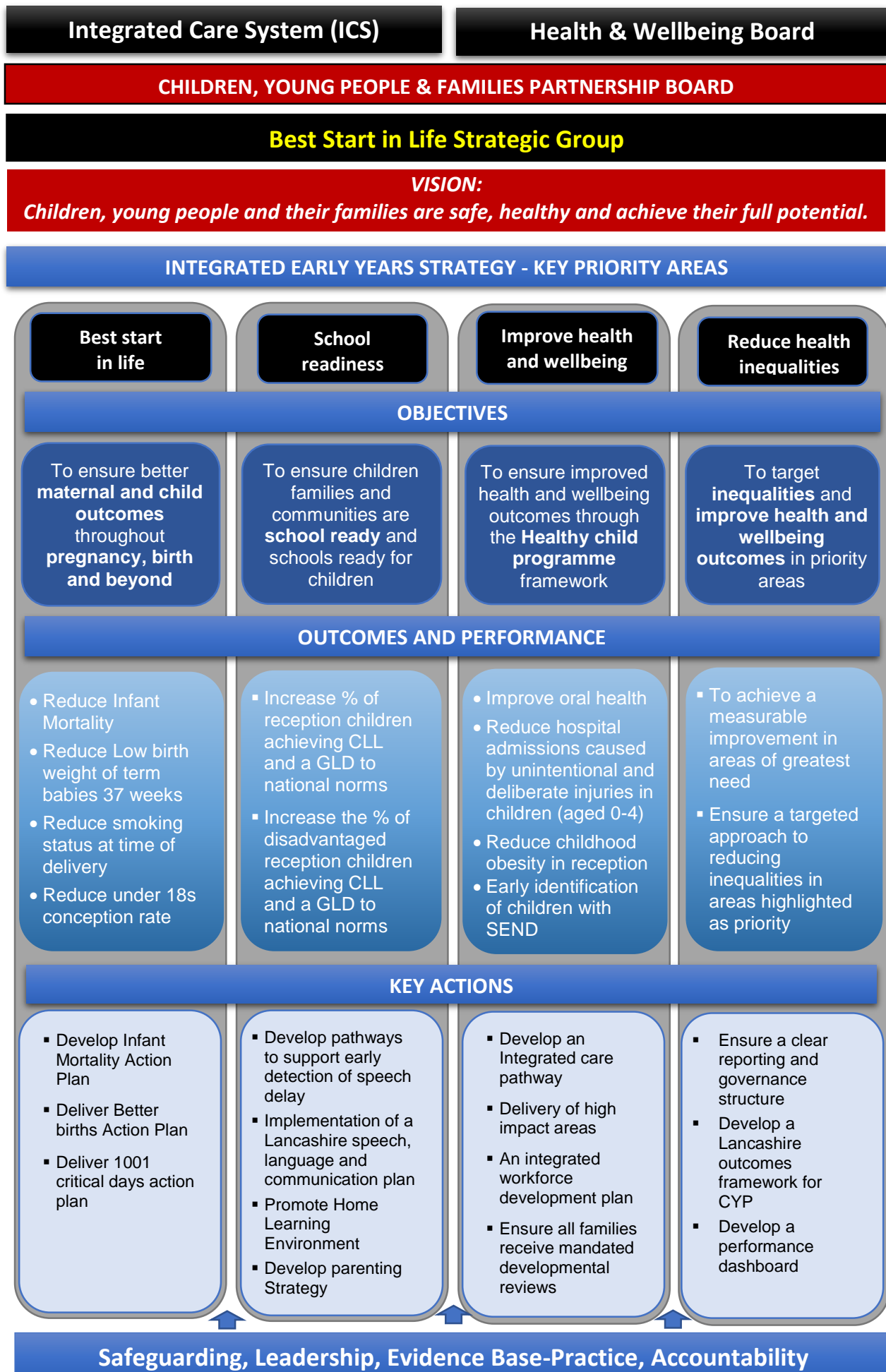
Source: PHE Fingertips

Appendix III: Outcomes Framework

OUTCOMES AND PERFORMANCE FRAMEWORK (Example – to be agreed)		
Priority 1: Best start in life		
Objective	Performance Measure	Indicator ref
1.1 Reduce infant mortality	1.1.1 Rate of infant mortality	
1.2 Reduce low birth weight of term babies 37 weeks	1.2.1 Low birth weight of term babies 37 weeks gestational age at birth	2.01
1.2 Increase breastfeeding rates	1.2.1. Breastfeeding initiation - all ages	2.02i
	1.2.2 Breastfeeding prevalence at 6-8 weeks after birth - current method	2.02ii
1.3 Reduce smoking status at time of delivery	1.3.1 Smoking status at time of delivery - all ages	2.03
1.5 Reduce under 18s conception rate	1.5.1 Under 18s conception rate / 1,000 <18 yrs.	2.04
	1.5.2 Under 16s conception rate / 1,000 <16 yrs.	2.04
Priority 2: School readiness		
2.1 Increase number of ASQ-3	2.1.1 Proportion of children aged two to two-and-a-half receiving ASQ-3 as part of the Healthy Child Programme or integrated review	2.05ii
2.2 To increase the percentage of children who achieve the expected level of development for communication and language literacy at the end of reception year	2.2.1 School readiness: the percentage of children achieving a good level of development at the end of reception (age five)	1.02i
2.3 To Increase the number of children who achieve a good level of development (GLD) at the end of the reception year. (Baseline: 2017/18: 69.5% GLD)	2.3.1 School readiness: the percentage of children with free school meal status achieving a good level of development at the end of reception (age five)	1.02i
	2.3.2 School readiness: the percentage of Year 1 pupils achieving the expected level in the phonics screening check (age six)	1.02ii
	2.3.3 School readiness: the percentage of Year 1 pupils with free school meal status achieving the expected level in the phonics screening check (age six)	1.02ii
PRIORITY 3: Health and wellbeing		
3.1 Reduce children in low income families	3.1.1 Children in low income families (all dependent children under 20)	1.01i
	3.1.2 Children in low income families (under 16s)	1.01ii
3.2 Reduce hospital admissions caused by unintentional and deliberate injuries	3.2.1 Hospital admissions caused by unintentional and deliberate injuries in children (aged 0-14)	2.07i

	3.2.2	Hospital admissions caused by unintentional and deliberate injuries in children (aged 0-4)	2.07i
	3.2.3	Hospital admissions caused by unintentional and deliberate injuries in young people (aged 15-24 years)	2.07ii
3.3 To reduce the number of children who are obese	3.3.1	Reception: Prevalence of overweight (including obesity)	2.06i
	3.3.2	Year 6: Prevalence of overweight (including obesity)	2.06ii
3.4 Number of children where health needs assessment has been delivered in reception	3.4.2	Number of HNA delivered in reception (tbc – ie number of follow ups and children referred with SEND)	tbc
PRIORITY 4: Tackling big society issues (child poverty)			
4.1 Reduce children in low income families	4.1.1	Children in low income families (all dependent children under 20)	1.01i
	4.1.2	Children in low income families (under 16s)	1.01ii
4.2 Reduce hospital admissions caused by unintentional and deliberate injuries	4.2.1	Hospital admissions caused by unintentional and deliberate injuries in children (aged 0-14)	2.07i
	4.2.2	Hospital admissions caused by unintentional and deliberate injuries in children (aged 0-4)	2.07i
	4.2.3	Hospital admissions caused by unintentional and deliberate injuries in young people (aged 15-24 years)	2.07ii
4.3 To reduce average difficulties, score for all looked after children	4.3.1	Average difficulties score for all looked after children aged 5-16 who have been in care for at least 12 months on 31st March	2.08i
4.4 To reduce children who are killed or seriously injured on the roads.	4.4.1	To reduce children who are killed or seriously injured on the roads. This gives a worse rate than England	
4.5 To reduce the rate for self-harm	4.5.1	To reduce the rate for self-harm	

Revised Version
Ruksana Sardar-Akram
 28th January 2020





Lancashire Early Years Strategy

3rd March 2020

Early Years Strategy – Plan on a page

Integrated Care System (ICS)

Health & Wellbeing Board

CHILDREN, YOUNG PEOPLE & FAMILIES PARTNERSHIP BOARD

Best Start in Life Strategic Group

VISION:

Children, young people and their families are safe, healthy and achieve their full potential.

INTEGRATED EARLY YEARS STRATEGY - KEY PRIORITY AREAS

Best start
in life

School
readiness

Improve health
and wellbeing

Reduce health
inequalities

OBJECTIVES

To ensure better
maternal and child
outcomes
throughout
pregnancy, birth
and beyond

To ensure children
families and
communities are
school ready and
schools ready for
children

To ensure improved
health and wellbeing
outcomes through
the Healthy child
programme
framework

To target
inequalities and
improve health and
wellbeing
outcomes in priority
areas

OUTCOMES AND PERFORMANCE

- Reduce Infant Mortality
- Reduce Low birth weight of term babies 37 weeks
- Reduce smoking status at time of delivery
- Reduce under 18s conception rate

- Increase % of reception children achieving CLL and a GLD to national norms
- Increase the % of disadvantaged reception children achieving CLL and a GLD to national norms

- Improve oral health
- Reduce hospital admissions caused by unintentional and deliberate injuries in children (aged 0-4)
- Reduce childhood obesity in reception
- Early identification of children with SEND

- To achieve a measurable improvement in areas of greatest need
- Ensure a targeted approach to reducing inequalities in areas highlighted as priority

KEY ACTIONS

- Develop Infant Mortality Action Plan
- Deliver Better births Action Plan
- Deliver 1001 critical days action plan

- Develop pathways to support early detection of speech delay
- Implementation of a Lancashire speech, language and communication plan
- Promote Home Learning Environment
- Develop parenting Strategy

- Develop an Integrated care pathway
- Delivery of high impact areas
- An integrated workforce development plan
- Ensure all families receive mandated developmental reviews

- Ensure a clear reporting and governance structure
- Develop a Lancashire outcomes framework for CYP
- Develop a performance dashboard

Strategy Into Action – School Readiness

PRIORITY	OBJECTIVES	OUTCOMES	KEY ACTIONS
SCHOOL READINESS	To ensure children families and communities are school ready and schools ready for children	<ul style="list-style-type: none"> ▪ Increase % of reception children achieving CLL and a GLD to national norms ▪ Increase the % of disadvantaged reception children achieving CLL and a GLD to national norms 	<ul style="list-style-type: none"> ❖ Develop pathways to support early detection of speech delay ❖ Implementation of a Lancashire speech, language and communication plan ❖ Promote Home Learning Environment ❖ Develop parenting Strategy
Safeguarding, Leadership, Evidence Base-Practice, Accountability			

Our Key Priority Areas

- We will **improve outcomes** for our babies, children, young people and families.
- We will focus on **prevention and evidence-based practice** in order to improve the environment, reduce inequalities and build resilience.
- We will provide children and young people with **high quality education and learning opportunities** so children and young people achieve **their full potential** in education, learning and future employment.
- We will support children, young people and their parents to make **healthy lifestyle choices** and to build strong families, friendships and healthy relationships.
- We will prevent the need for children to become looked after through **Early Help**, so children and young people **feel safe from harm** through universal and targeted services.
- We will support parents and families to **influence decision-making** and bring about positive change for themselves and their children

Our Outcomes

- We want to **reduce infant mortality** by ensuring we focus on conception, birth and healthy pregnancies across the social gradient
- We want to **increase school readiness** at the end of the reception year (with a focus on closing the word gap).
- We want to **reduce inequalities in health** through the provision of mandated universal and targeted services.
- We want to ensure a broader focus on **reducing child poverty** and **inequalities**, and their impact across the **social gradient**.

Demographics

- As at the ONS Mid-Year Population Estimate for 2018, there are a total of 1,210,053 people living in Lancashire.
- Of these, there are **81,508** children aged between new-born and five years old.
- This represents **6.7%** of the total population.
- There is a slightly higher number of boys at a count of 41,707 (**51%**) compared to girls at a count of 39,801 or **49%**.
- **Preston has the highest** number with 10,952 boys and girls compared to **Ribble Valley with the lowest** numbers at 3,157 boys and girls.
- Trend line analysis over the five to six years leading up to 2018 shows the numbers of children born each year has been **gradually decreasing**.

Social disadvantage and poverty across Lancashire

- **1 in 3 (32%)** of our children aged **up to five** years old **live in the top fifth** of the **most deprived** areas nationally.
- A third of our very young children are living **in our poorest neighbourhoods** and communities (Burnley, Hyndburn, Pendle, Preston and West Lancashire).
- If we look at the top 40% most deprived areas nationally, we can see that just **over half (51.8%)** of our very young children are living in the country's **poorest areas**.

Children with Special Educational Needs and Disability (SEND)

- Additionally, children with disabilities are **less likely to achieve a good level of development (GLD)** at the end of the EYFS, more likely to be **excluded** from school, achieve on average half a grade **lower at GCSE** than their peers with similar levels of prior level of attainment, and are less likely to gain **employment**.
- In 2018 **150 children (4.7%)** in Lancashire accessing 2 year offer funded early education were identified as having SEND
- In 2018 **1570 children (5.8%)** in Lancashire accessing 3/4 year offer universal funded education were identified as having SEND with 270 (3.1%) children with SEND accessing the extended offer.
- Although there has been a slight improvement, fewer children with SEND in Lancashire achieve GLD compared to the national average

1. Why is School Readiness a priority?

- “School readiness” is defined by Public Health England as: *“Children defined as having reached a good level of development at the end of the EYFS as a percentage of all eligible children.”*
- Children from poorer backgrounds are more at risk of poorer development and the evidence shows that differences by social background emerge early in life, as we’ve already mentioned.
- There is increasing concern about the numbers of children starting school with poor speech, language and communication skills with unacceptable differences in outcomes in different areas of the country.
- Disparities in early language development are recognisable in the second year of life and have an impact by the time children enter school. Around two-fifths of disadvantaged five-year-olds do not meet the expected literacy standard for their age.

2. Where are we now?

- Nationally, 28% of children leave reception without the literacy skills they require in order to thrive and succeed (**HM Government, 2018**).
- In Lancashire the number of our children achieving a good level of development (GLD) by the end of reception has been increasing over the last five years, although it dropped by 0.3% this year and is below national average. .
- However, it had not been increasing as quickly as it has for England and had remained relatively static for the last three years, only rising 0.3%.
- For the year 2017/18, **9,796 (69.5%)** of children achieved a GLD and **4,300 (30.5%)** children did not achieve a GLD of development by the end of reception.
- At 2017/18, **29.2% or 4,116** of Lancashire children did not achieve the expected goals. If we are to halve this figure, then we need to see a development gain in approximately 2,000 more children born over the next decade to 2028 (based on the reception age population as at 17/18).
- In 2018/19 there has been a reduction of 0.3% compared to last year, with 69.2% of children achieving a good level of development.

2. Where are we now? (Continued)

- In Lancashire, **70.8%** of all children achieve the expected level of development for communication and language and literacy (combined) compared to **72.6%** of all children nationally.
- In Lancashire, the gap for all children is **2.6% below** the national average for all children that achieve at least the expected level of development for communication and language and literacy (combined).
- **12.8% fewer boys**, compared to girls achieve the expected standard in communication and language early learning goals.
- Children born pre-term before 37 weeks of gestation are at increased risk of experiencing difficulties with speech, language and communication. Based on data from the Office for National Statistics in 2017, 8% of live births in Lancashire were pre-term (born before 37 weeks).
- In financial year 2017/18, 99.1% of children who received a development review at two to two-and-a-half years of age in Lancashire had their development reviewed using the Ages and Stages Questionnaire (ASQ-3) compared 90.2% of children nationally.
- There is also disparity across the County in relation to GLD outcomes where for some children on free school meals (FSM), there has been a 3 year trend that is below national.

Child Poverty by district - Children in low income families (under 16s)*, 2016

Local authority District name	Percentage of children in low income families (under 16s), 2016	Percentage of 0-5 year olds, MYE 2018	IDACI national Quintile (2019)
Burnley	21.4%	8.1%	1
Hyndburn	20.1%	8.0%	1
Preston	17.9%	7.8%	2
Pendle	16.3%	8.2%	2
Rossendale	16.0%	7.0%	2
Lancashire-12	15.1%	6.7%	2
Lancaster	14.9%	6.3%	2
Wyre	15.5%	5.4%	3
West Lancashire	13.7%	6.0%	3
Fylde	11.7%	5.1%	4
Chorley	11.2%	6.7%	4
South Ribble	10.2%	6.6%	4
Ribble Valley	5.9%	5.3%	5

Burnley and Hyndburn in quintile 1 nationally for IDACI 2019. Quintile 1 = 20% most deprived LSOAs

3. Where do we want to be?

- We want to target our combined efforts to reach those prospective new mothers and families living in our most deprived communities.
- We want to address the gaps we see in development, with a focus on boys, those in receipt of free school meals and children with additional needs.
- We want to focus on **closing the Word Gap** and improve child communications outcomes.
- We would do this through children's speech, language and communication in the home learning environment (HLE), early education environment and through early identification and intervention.
- We want to work in partnership to achieve the very best start for our youngest children, in delivering the EYFS statutory framework for children between birth and age five, with fidelity and consistency.
- We want to ensure we deliver on the free entitlements for two, three and four year-olds, both the universal entitlement and the extended entitlement which secures sufficient childcare for working parents, provides information advice and assistance to parents and provides information, advice and training to childcare providers
- We want to ensure all children take up their funded hours in a high-quality setting.
- We want to ensure we deliver a range of projects to strengthen workforce development.
- We want to deliver targeted intervention for parents who have concerns about their child's behaviour.

4. How will we get there?

- We will ensure a shared understanding of “school readiness” within early years services, schools and partners across Lancashire
- We will ensure better information for mothers, parents and carers on where to access support and advice.
- We will ensure partners and education settings understand and respond to the development gaps through “warranted variation” so that we target resources to where they are most needed
- We will ensure the two-year-old funding take-up is improved and benefits disadvantaged children and families*
- We will ensure the home learning environment is encouraged through every contact, through good information, resources and tools.
- We will improve pathways to support early detection of, and access to support and therapy for speech delay through the implementation of a Lancashire speech, language and communication strategy and plan. Detection is no good without access to support and therapy.

4. How will we get there?

- We will ensure affordable and high-quality childcare and early years education for children from disadvantaged communities.
- We will support the provision of free or low-cost alternative activities and community-based support for families and parent/s of very young children as part of an asset-based community development approach.
- We will ensure the quality of provision in early years settings and schools will be supported to ensure that children are supported to make maximum progress from their starting points
- We will ensure we promote children's own wellbeing and resilience
- We will ensure there is appropriate follow up of children who have been identified with additional needs through the ASQ assessments prior to starting Early Years and school.

5. Governance

- Reducing inequalities requires a partnership approach, maximising resources and commitment to deliver the Early Years strategy and plan
- School readiness is part of a broader approach to the **Early Years Strategy**
- Governance for this has been agreed sits under the **CYP and Families Partnership Board**
- **A Best Start in Life** has been identified as a **key strategic group** who will oversee the **implementation** and report into the CYP Board and various other boards as appropriate
- **Outcomes, performance and risks** will be fed into the CYPF Partnership Board and others where appropriate

6. How will we measure?

- Performance will be measured against the **strategic outcomes** identified in the Early Years Strategy
- This will **benchmark against the NHS, Public Health and Health and social Care Outcomes frameworks** which will provide all the indicators and the most recent data that is recorded
- We will be ambitious in setting **our targets** so that we improve health outcomes overall but using public health intelligence to target areas identified as deprived or achieving below the regional and national average outcomes.
- The service will be monitored against the **outcomes** highlighted for children, young people and families and will be submitted quarterly or when appropriate demonstrating activity against these outcome areas

Any Questions?

Report of the Education Scrutiny Committee

Meeting to be held on Tuesday, 3 March 2020

Electoral Division affected: (All Divisions);
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Developing the Approach and Provision for Children and Young People with Special Educational Needs and Disabilities

(Appendices 'A' and 'B' refer)

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Executive Summary

This report set out the action being taken to enable the county council to fulfil its responsibilities for ensuring the sufficiency of provision for children and young people with special educational needs and disabilities over the next five years.

This action is consistent with the principles agreed by Cabinet in August 2019.

Recommendation

The Education Scrutiny Committee is asked to consider and provide feedback on the information presented.

Background and Advice

This report sets out how the county council will secure the sufficiency of provision for children and young people with special educational needs and disabilities in Lancashire over the next five years, within the context of increased demand in particular areas of need and pressure on the High Needs Block budget.

To meet this growth in demand, a draft Special Educational Needs and Disabilities Sufficiency Strategy 2019-2024 has been developed and is set out at Appendix 'A'.

The Sufficiency Strategy sets out the action to enable the county council to meet demand, as well as driving a change in practice in order to support more children and young people to remain in mainstream provision.

The Sufficiency Strategy aims to ensure there are a range of provision types available for children and young people with special educational needs and that the right support is provided at the right time and as far as possible within the local community.

The Sufficiency Strategy includes a number of actions to:

- a) prevent demand from escalating further, by working more closely with key services so that needs are identified earlier;
- b) review decision making processes to ensure placements are needs led and provide value for money;
- c) improve the management of demand, by building capacity in mainstream provision;
- d) develop places where demand has grown;
- e) re-configure places to reflect demand.

These actions are set out in more detail in the Strategy at Appendix 'A'.

The Children and Families Act 2014 secures the general presumption in law of a mainstream education in relation to decisions about where children and young people with special educational needs should be educated. This means priority must be given to inclusive practice and the removal of barriers to learning in order to support children and young people's right to participation in mainstream education within their local community. Whilst the Strategy sets out Lancashire's ambition to ensure as many children as possible can enjoy mainstream provision, it is also very clear that in Lancashire there is insufficient specialist provision in the right places and therefore that the Strategy also requires the development of additional special school places.

Local authorities are required to keep their education provision under review. This includes the sufficiency of that provision. The county council and partners across education, health and care are also required to work together to plan for and meet the needs of children and young people who have special educational needs and disabilities, in line with the Special Educational Needs and Disabilities Code of Practice 2014.

Informal discussion with headteachers and the Parent Carer Forum via their representative groups took place in October and November 2019. A range of views were presented during these meetings that included concerns about the lack of provision for children and young people presenting with social, emotional and mental health needs in the north of the county and more generally about the need for an increased focus on earlier intervention. These discussions shaped the action now being taken.

Population

Nationally there has been a 47% increase in the number of education, health and care plans maintained in England over the last five years between 2014/15 and 2018/19. This is a 13% increase in comparison with the previous five years. In Lancashire, the increase in demand was 42% over the same period.

In January 2019, 7,042 children and young people in Lancashire had an education, health and care plan, this equates to 3.1% of the population. This is in alignment with the national figure of 3.1%.

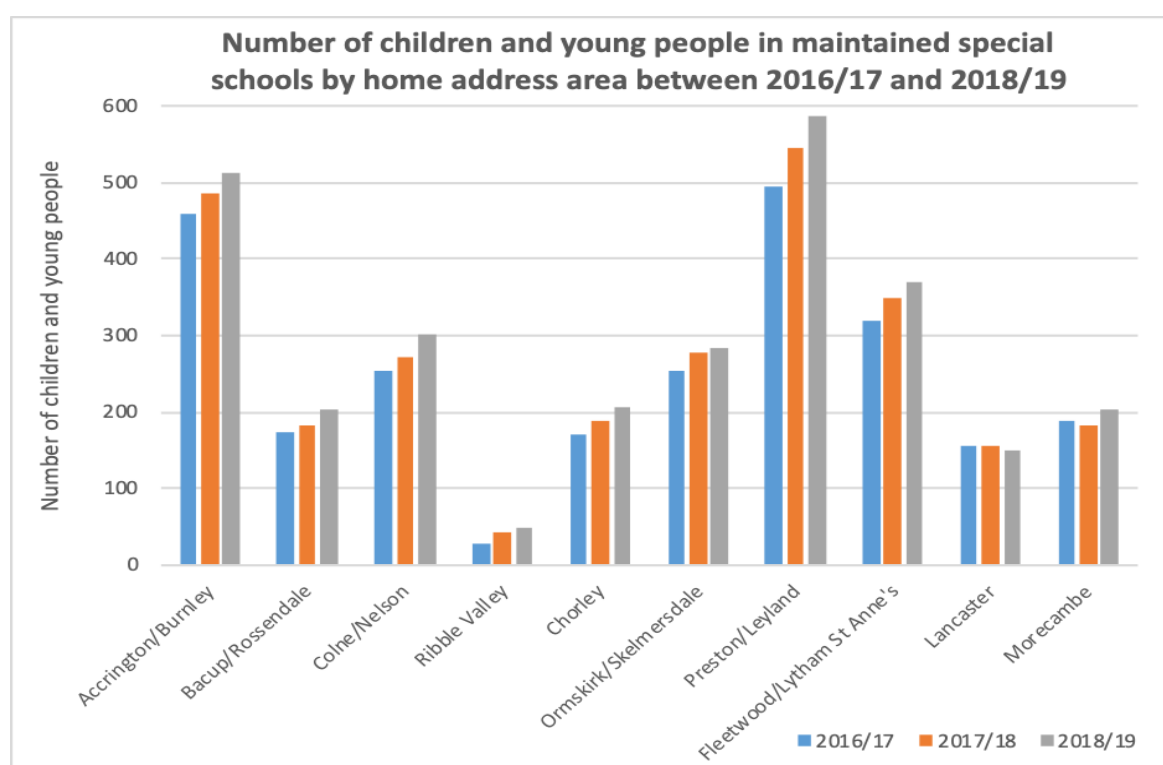
Just under 80% of children and young people with an education, health and care plan in Lancashire have a learning difficulty, an autism spectrum disorder, speech, language and communication needs or social, emotional and mental health needs.

The distribution of children and young people with education, health and care plans across different age ranges is provided below.

Location	Under 5 years	Aged 5-10 years	Aged 11-15 years	Aged 16-19 years	Aged 20-25 years
England	4.0%	33.1%	35.7%	21.9%	5.3%
Lancashire	4.8%	31.8%	34.4%	22.7%	6.3%

The greatest demand for places is in the following areas: Accrington/Burnley, Colne/Nelson, Fleetwood/Lytham, Lancaster, Morecambe, Ormskirk/Skelmersdale and Preston/Leyland.

The demand for special school places for children and young people living in each of these areas has remained fairly constant as set out in the chart below. Areas of historically high demand, such as Accrington/Burnley and Preston/Leyland continue to have the highest levels of demand and with the exception of one area there has been an increase in demand between 2016/17 and 2018/19 in all of these areas.



Education Places

49% of children and young people with education, health and care plans in Lancashire attend maintained or independent special schools. Nationally the

proportion of children and young people attending special schools is 40%. If Lancashire was in line with the national figure, it would equate to 634 fewer places in special schools.

In Lancashire, 324 fewer pupils attend Special Educational Needs units or resourced provision within a mainstream setting when compared with the number that would be expected if Lancashire were in line with the average for England overall. Nationally, 5% pupils with Education, Health and Care Plans attend special educational needs units; in Lancashire this is 0.4%.

Special schools are largely full. Lancashire currently commissions 642 places, in addition to those available within the capacity of state-funded special schools and include 373 within independent and non-maintained special schools.

Over 85% of the placements that are commissioned within independent and non-maintained special schools are for pupils with social, emotional and mental health needs (52% of the total with these needs) and those identified as having an autism spectrum disorder (33% of the total).

The cost of the independent and non-maintained special school placements in 2018/19 for pupils with social, emotional and mental health needs and autism spectrum disorders is in the region of £17 million per year.

An overview of the number of special schools by location and area is presented along with a map attached at Appendix 'B'.

Social, emotional and mental health needs

A summary of the number of special school places in each area for children and young people with social, emotional and mental health needs in September 2019 is presented below.

Education phase	East		North		South	
	Number of places	% of county total	Number of places	% of county total	Number of places	% of county total
Primary	64	42.7%	0	0%	86	57.3%
Secondary	68	22.4%	120	39.6%	115	38.0%

There are no special school places for primary aged children with social, emotional and mental health needs in the north of the county at the current time.

Learning difficulties and autism spectrum disorders

A summary of the current position with respect to special school places for children and young people with learning difficulties and autism spectrum disorders is presented in the table below.

Education phase	East		North		South	
	Number of places	% of county total	Number of places	% of county total	Number of places	% of county total
Primary	424	45.4%	206	22.1%	304	32.5%
Secondary	532	37.4%	373	26.2%	518	36.4%

These figures relate to the maximum capacity in special schools and show a relatively equitable distribution of special school places at secondary level in terms of the school aged population in each area. There are fewer places in the primary phase in the south than would be indicated by the school age population.

The location of special school places across the county in the primary phase is not entirely consistent with population size, demand or level of deprivation.

A review of decision-making processes and systems in relation to the placement of pupils with special educational needs across the county is being undertaken in order to ensure greater consistency in the allocation of places.

Provision needed in the future

Nationally, there has been a 29% increase in demand for special school places over the last five years. Since the implementation of the special educational needs reforms in 2014, there has been an increase in demand for special school places every year. In 2019, the year on year rate of increase slowed for the first time, but crucially there was still an increase in demand.

The greatest percentage growth in demand is for specialist post-16 places; more than double that for children and young people below the age of sixteen, albeit from a smaller base. The development of post 16 provision is currently the subject of discussion with providers.

To ensure the county council has sufficient special educational needs and disabilities provision, an assumption has been made that demand for special school places will continue to increase by 24% in total over the next five years. Forecasts have predicted declining birth rates and it is therefore anticipated there will be a reduction in the primary population over this time period. Conversely, the higher birth rates between 2007 and 2011 are now beginning to affect secondary phase populations. When combined with housing developments in particular areas, for example in the south of the county in locations such as Preston, this is likely to lead to an increase in demand for secondary places.

Taking into consideration the population estimates, increased demand for special school places, the number of places that are commissioned within state funded special schools above the maximum capacity and the over reliance on special school placements across Lancashire, it is anticipated that at least another 213 places will be required within the next five years.

Most of this shortfall will be in the east and south of the county, for children and young people with learning difficulties and autism spectrum disorders. In the east, there will also be a shortfall of places for children and young people with social, emotional and mental health needs.

A summary of the impact of the proposed changes to special school places for children and young people with social, emotional and mental health needs is provided in the table below. The percentages relate to the future number of special school places and are broadly aligned with the 4 to 15 year old population in each area.

Education phase	East		North		South	
	Number of current places	Percentage of the total no. of special school places across the county	Number of places	Percentage of the total no. of special school places across the county	Number of places	Percentage of the total no. of special school places across the county
Primary	70	34.7%	46	22.8%	86	42.6%
Secondary	90	35.9%	60	23.9%	115	40.2%

A summary of the proposed changes in relation to special school places for children and young people with learning difficulties and autism spectrum disorders is provided in the table below. It is anticipated that some of the shortfall in the south will be addressed through the use of places in the centrally located Hillside Specialist School and College for children and young people with autism spectrum disorders.

Education phase	East		North		South	
	Number of places	Percentage of places across the county	Number of places	Percentage of places across the county	Number of places	Percentage of places across the county
Primary	393	42.7%	206	22.4%	321	34.9%
Secondary	533	35.3%	376	24.9%	599	39.7%

It can be seen from the data presented above that the action being taken will address the predicted additional capacity for places in the east and south of the county and begin to address the lack of capacity in the north of the county. The latter will require further work to secure a solution.

Transport

Data reported by the County Councils Network in July 2019 indicates the special educational needs and disabilities transport spend per head in Lancashire is in the lower 50% of thirty-one local authorities which contributed to this research. Special schools in Lancashire are mostly located in areas of higher demand across the county. It is not anticipated these changes will have a significant impact on the transport budget.

Finance

Context

High needs funding within the dedicated schools grant supports provision for children and young people with special educational needs and disabilities. This funding enables local authorities and education providers to meet their statutory duties under the Children and Families Act 2014.

The escalating pressures on the high needs block are not unique to Lancashire; the special educational needs reforms introduced in 2014 placed new statutory duties on all local authorities, which included an extension in the age range from birth to twenty-five years; previously, this was up to school leaving age of sixteen for the majority of young people.

Nationally, the average spend on high needs has increased and high needs block allocations fall short of existing levels of expenditure, and this is despite increased funding and some significant transfers from the Schools Block.

The Local Government Association and ISOS Partnership recently published a joint piece of research reviewing the funding for children and young people with special educational needs and disabilities. This was a detailed research project drawing on large numbers of local authority databases and with which Lancashire County Council was involved. One of the key findings of this research was that: "If the system were to continue as now, and we project forward the current reported level of deficit, we estimate that there could be a national deficit on high needs spending between £1.2 billion and £1.6 billion by 2021."

The council has undertaken its own preliminary financial forecast. The initial findings indicated a potential shortfall of circa. £42 million by 2023/24 within a possible range of £30 million to £50 million. This forecast took into account national and local trends and assumes no additional funding would be made available from the government or through the transfer of funds from the schools' block. This work is now being revisited given the recent increase in funding announced on the 19 December. This is expected to materially decrease but not eradicate the expected funding.

Capital Funding

Lancashire's allocation of the Special Provision Capital Funding provided by the government is £3.5 million. The purpose of this funding is to help local authorities ensure there are sufficient good school places for all pupils, including those with special educational needs and disabilities. This funding can be used to establish new school places.

An additional £6.5 million has been allocated from the basic needs grant for Lancashire to provide sufficient pupil places for children and young people with special educational needs and disabilities.

A summary of the number of places, funding required and funding source for each project is provided in the table below.

New provision	Educational phase	Additional places created	Estimated cost	Funding source
Move Broadfield Specialist College to Hameldon site	Secondary	60	£3 million	Special Provision Capital Funding
Increasing the number places at Sir Tom Finney Community High School	Secondary	88	£1.4 million	Special Provision Capital Funding (£0.5 million) plus basic needs funding (£0.9 million)
Addition of modular building to Stepping Stones Short Stay School site	Primary	20	£365,000	Basic funding needs
Refurbishment of the Haven site	Primary Secondary	30 20	£200,000	Basic funding needs
12 SEND units attached to mainstream schools	Primary Secondary	72 72	£4.32 million	Basic funding needs

Conclusion

The contents of this report and the attached appendix are part of a broader strategy, which from a financial perspective, will help ensure that:

- the expected financial shortfall will be narrowed; and
- current and additional forthcoming Dedicated Schools Grant funds are used more efficiently and effectively.

Equality and Cohesion

The action being taken impacts on both the age (young people) and disability protected characteristics of the Equality Act 2010, and is designed to contribute positively to the Public Sector Equality Duty's general aim of advancing equality of opportunity and its related aim of increasing participation in public life for these

children and young people, their families and carers. The information contained within the report indicates that there are fewer children and young people educated in mainstream schools in Lancashire than nationally. There are also more children educated in specialist provision and secondary alternative provision than nationally.

The lack of access to supported provision in mainstream schools and to local specialist provision of particular designations and for those with the most complex needs is resulting in some children and young people travelling to schools outside their community.

Consultations

NA

Implications:

This item has the following implications, as indicated:

Risk management

There are no significant risk implications.

Local Government (Access to Information) Act 1985 List of Background Papers

Paper	Date	Contact/Tel
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NA

Reason for inclusion in Part II, if appropriate

NA

Special Educational Needs and Disability Sufficiency Strategy 2019 - 2024

Vision

The special educational needs and disability (SEND) sufficiency strategy contributes to the vision, outcomes and priorities for children and families in Lancashire agreed by the Children and Families Partnership Board by seeking to ensure that:

Children and young people achieve their full potential in education, learning and future employment

This will be achieved by:

Providing children and young people with a good quality education and learning opportunity which matches their talents, ambitions and aims and enables a positive transition to adulthood.

Key principles

The SEND reforms in 2014 prioritised inclusive practice and children and young people's right to participate in mainstream education within their local community.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years set out a series of principles designed to support:

- the participation of children, their parents and young people in decision- making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

Key challenges

Between 2014 and 2019 the number of children and young people with education, health and care plans (EHCP) has risen by 47% nationally.

In the same period the number of children and young people educated in special schools and specialist colleges has risen by 29%.

Nationally, the average spend on high needs has increased and high needs block allocations fall short of existing levels of expenditure.

In Lancashire 85% of the high needs block expenditure is on special school places and top-up funding for children and young people with EHCPs. This will vary slightly from local authority to local authority but is not outside the normal range.

Despite increasing budgets this year and a significant transfer from the school block to the high needs block last year the net deficit is still expected to rise both locally and nationally over the next 3-4 years.

Lancashire has undertaken its own preliminary financial forecast. This forecast was based on the trend over time for places, as a result of this it was estimated that there would be a potential shortfall of about £42 million by 2023/24, within a possible range of £30 to £50 million. With the increase in high needs funding in Lancashire for the 2020/21 financial year this estimate is now being re-evaluated downwards.

Strategic priorities

The priorities for ensuring sufficiency of SEND provision in Lancashire over the next five years are based upon the principles and challenges identified above and build upon the framework agreed by the council's cabinet in August 2019. These are as follows:

1. To improve outcomes for children and young people with special educational needs and disability (SEND).
2. To ensure that all children and young people with SEND have access to the right provision at the right time.
3. To ensure that all pupils with EHCPs have access to mainstream education within their local community wherever possible by enhancing this provision.
4. To reduce the amount of travel time for pupils as far as possible.
5. To develop a consistent offer, which provides choice and ensures equity of access.
6. To ensure sufficiency of provision that will accommodate predicted increase in population growth and changing needs.
7. To ensure the efficient use of resources by maximising the capacity of good and outstanding local specialist provision and reviewing underutilised provision to address the unsustainable budget pressures within high needs funding.
8. To working collaboratively with neighbouring councils to seek to maximise efficient use of resources where possible.

Local authorities are required to keep their educational and training provision under review. This includes the sufficiency of that provision.

Local context - numbers

- **3.1%** children and young people in Lancashire have EHCPs, the same percentage as in England.
- **45%** of children and young people with EHCPs in Lancashire have either an autism spectrum disorder (ASD) or social, emotional and mental health (SEMH) needs.
- **49%** of children and young people with EHCPs attend a special school or specialist college in Lancashire, this is **9%** higher than nationally and means that **600** more children and young people in Lancashire attend a special school or specialist college.
- **324** fewer children and young people in Lancashire attend SEN units¹ compared with England.
- **642** places are commissioned in addition to those available within state-funded special schools. These include **269** placements in state-funded special schools over their available capacity and **373** within the independent and non-maintained sector.
- **85%** of places commissioned within independent and non-maintained special schools are for children and young people with SEMH needs and those identified as having ASD.
- **£17m** is the cost of independent and non-maintained special school placements for children and young people with SEMH needs and ASD.

Local context - places

The greatest demand in special school places for children and young people with SEND across the county is in the following areas at both primary and secondary level:

East	North	South
Accrington/Burnley	Fleetwood/Lytham	Ormskirk/Skelmersdale
Colne/Nelson	Lancaster	Preston Leyland
	Morecambe	

Primary

There is a shortage of primary special school places in the north area and particularly for children with SEMH needs.

A summary of the current number and the additional number of primary special school places for children with SEMH needs is provided in the table below.

Category of SEND need	East		North		South	
	Current places	Additional places	Current places	Additional places	Current places	Additional places
SEMH	64	6	0	46	86	0

¹ SEN unit is a special provision within a mainstream school where the children and young people are taught mainly within separate classes although they can be supported in mainstream for some lessons.

Learning difficulties/ASD	424	0	206		304	18
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Secondary

There is a forecast shortage of at least 213 secondary special school places across the county over the next five years. The establishment of additional special school places will reduce reliance on independent and non-maintained special school places.

Most of this shortfall will be in the east and south areas for children and young people with learning difficulties and ASD.

Additional places will be needed for children and young people with SEMH needs in all three areas, but particularly in the east and north.

The table below provides a summary of the number of current and additional special school places needed for children and young people with learning difficulties/ASD and SEMH needs.

Category of SEND need	East		North		South	
	Current places	Additional places	Current places	Additional places	Current places	Additional places
SEMH	68	0	120	30	101	14
Learning difficulties/ASD	532	60	373	0	518	88

Local context - funding

Two sources of additional funding have been made available to ensure sufficiency of SEND provision. This money will be used to create additional special school places across Lancashire. These are:

- Lancashire's allocation of the government's Special Provision Capital Funding of £3.5 million.
- £6.5 million that has been allocated from the basic needs grant in Lancashire.

Short-term action

1. Establish 14 additional special school places in two secondary special schools in the south for young people with SEMH needs.
2. Review the decision making processes and systems in relation to the placement of children and young people with special educational needs.
3. Embed the SEND Review approach to support peer led improvement in inclusive practice in partnership with schools.
4. Develop flexible approaches which support integrated pathways across mainstream, alternative and specialist provision, to improve transition between placements and into adult services for children and young people with SEND.

Medium term action

1. Continue the programme of workforce development in partnership with schools, to build on the self-evaluation tool and SEND Toolkit developed as part of the SEND improvement work.
2. Undertake more preventative and early intervention work through the proposed schools' locality networks, bringing education and children's services teams together to support inclusion of children and young people within local mainstream schools.
3. Establish 144 places in 12 SEN units attached to mainstream primary schools to support earlier intervention and enable children to attend their local school. These will be located in: Accrington/Burnley; Colne/Nelson, Fleetwood; Lancaster; Morecambe; Preston/Leyland and Ormskirk/Skelmersdale.
4. Establish 12 SEN units attached to mainstream secondary schools. This will provide 288 additional places across primary and secondary schools at an average cost of £180,000; a total estimated cost of £4.32 million.
5. Establish an additional 16 places in Lancaster by adding a modular building to the Stepping Stones Short Stay School site. A total estimated cost of this provision is £400,000.
6. Establish an additional 30 primary special school places for pupils with SEMH needs in the Thornton-Cleveleys area using empty classrooms in the unoccupied Haven School site. The total cost of refurbishment is estimated as £200,000.
7. Establish an additional 30 secondary places on the Haven School site creating a split site cross phase provision for children and young people with SEMH needs.

Long term action

1. Establish an additional 88 special school places for children and young people with learning difficulties and ASD at Sir Tom Finney Community High School. The estimated cost is £1.45 million.
2. Re-locate Broadfield Specialist College to the Hameldon School site, to establish an additional 60 secondary special school places. The estimated cost is £3million.

Funding and Governance

Schools' Forum

A framework for improving the effectiveness and efficiency of high needs block spending in Lancashire has been developed. This sets out a range of measures to ensure the high needs funding received by the local authority is used to increase inclusion and support improved outcomes for children and young people with SEND. The future priorities for action to improve inclusion along with improving effectiveness and efficiency of resources will assist in addressing the forecast overspends over the coming years. School Forum will assist in monitoring progress and outcomes of these priorities alongside the SEND operational Group.

The Head of Inclusion will work with the HNB sub-group of School forum to agree and implement actions. The SEND operational group will make recommendations to the Schools Forum and Education

Board. The SEND operational group will be chaired by the Director of Education. All decisions will be presented as recommendations to the Schools Forum in line with the constitution where schools are identified as "consultees" for the HNB.

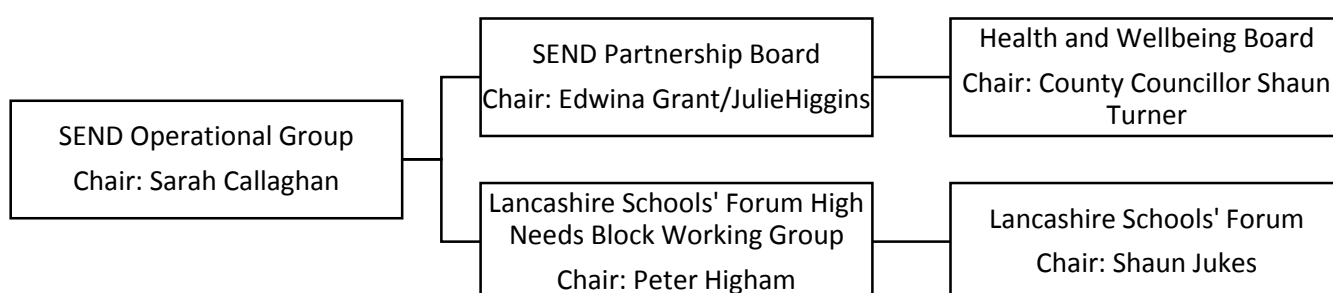
SEND Partnership

Arrangements for Governance

Decisions relating to the SEND Sufficiency Strategy are agreed at the SEND Operational Group, progress will be reported to the SEND Partnership Board and the Health and Wellbeing Board.

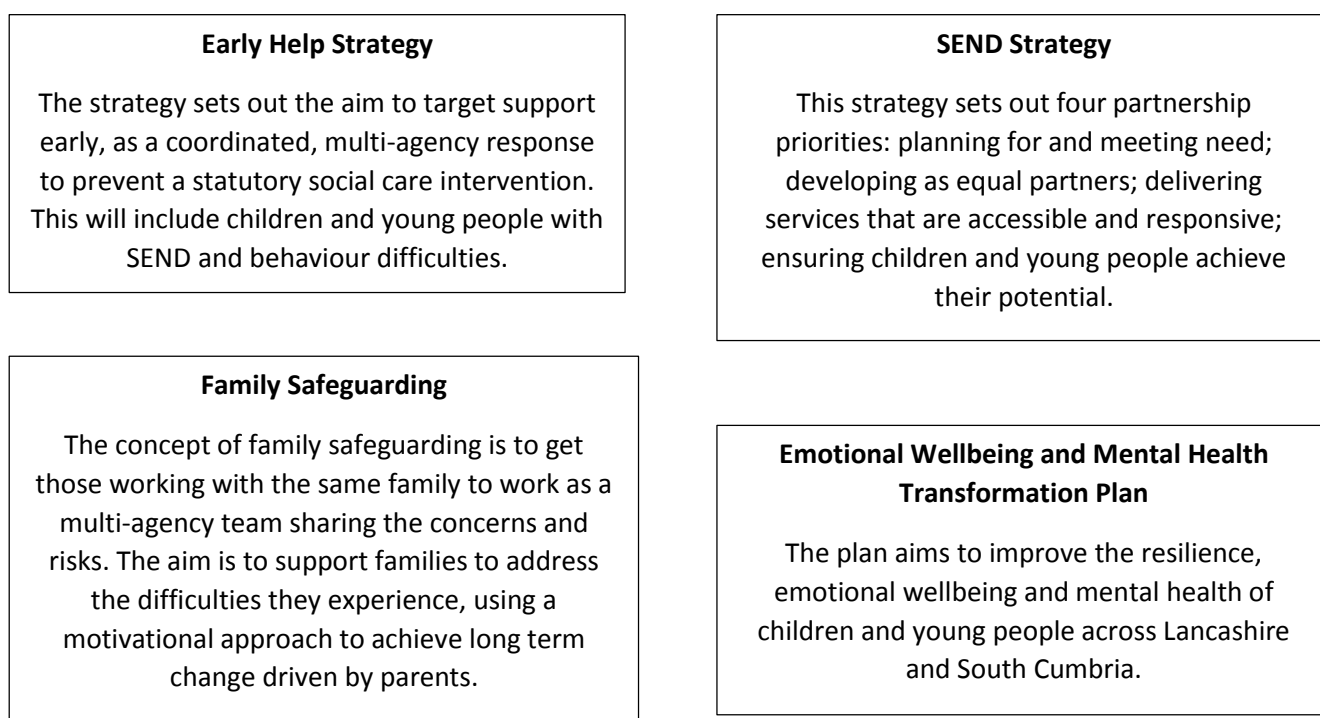
The SEND Operational Group will also make recommendations to the Lancashire Schools' Forum High Needs Working Group and Lancashire Schools' Forum.

The active engagement of schools will be supported through the SEND Partnership Board and Lancashire Schools' Forum.



Strategic coherence and a consistent approach

To ensure our strategic approach is coherent and the arrangements for children, young people and families are consistent it is essential that the actions arising from in a number of strategies and action plans are well-coordinated. In particular the:



Appendix B

Appendix B – Table to show allocation of special school places in Lancashire

	Total no. of pupils living in area attending special schools	No. of primary special school places for learning difficulties and autism spectrum disorder	No. of secondary special school places for learning difficulties and autism spectrum disorder	Total no. of special school places for learning difficulties and autism spectrum disorder	Total no. of SEMH special school places	Total no. of special school places (Jan 2019)	No. of special school places adjustment to align with national over next 5 year ¹	Difference between current no. special school places and required in 5 years
EAST								
Accrington/Burnley	512	230	233	463	68			
Bacup/Rossendale	202	57	105	162	64			
Colne/Nelson	302	106	135	241				
Ribble Valley	47	31	59	90				
Total	1063	424	532	956	132	1088	1109 ²	+21
SOUTH								
Chorley	207	96	177	273				
Ormskirk/Skelmersdale	283	80	105	185	149			
Preston/Leyland	587	128	236	364	52			
Total	1077	304	518	822	201	1023	1268	-245 ³
NORTH								
Fleetwood/Lytham	369	92	183	275	40			
Lancaster	151	54	100	154	80			
Morecambe	202	60	90	150				
Total	722	206	373	579	120	699 ⁴	793	-94

¹ This includes 9% reduction in special school places to align with the national figure, plus an increase of 24% over the next 5 years, to reflect the increase in demand over the last 5 years. A further adjustment has been made to align number of special school places in each area with the 4 to 15 year old populations.

² This number includes 90 special school places at Hillside Specialist School and College, which although located in the east is 12 miles away from the centre of Preston and a similar distance to the closest east school. Placing children and young people who live in Preston at Hillside Specialist School and College which is nearer will reduce the shortfall in the south, however it will create a shortfall of 69 places in the east over the next 5 years.

³ The additional 90 special school places in Hillside Specialist School and College would reduce this shortfall in special school places in the south to 155 places.

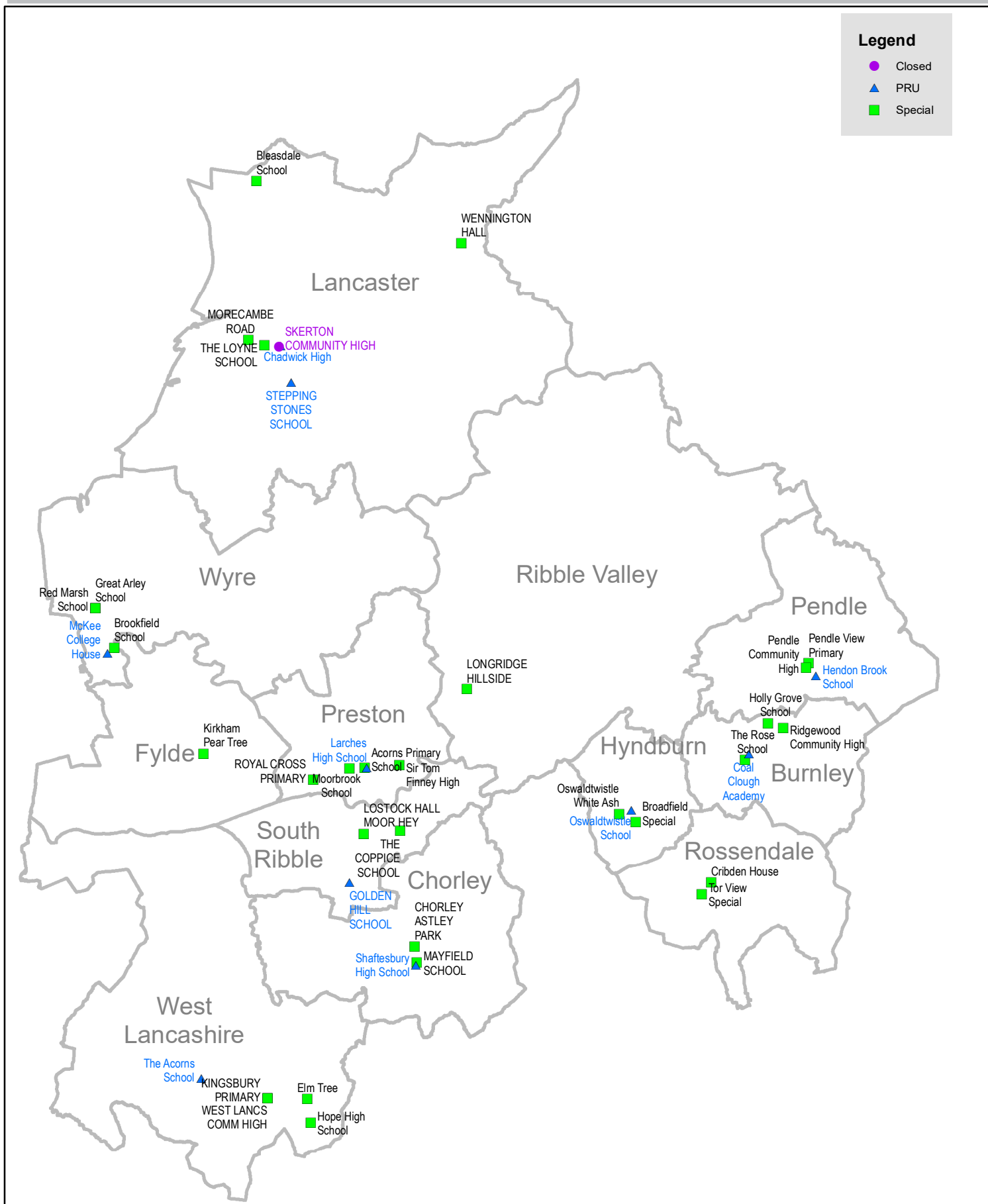
⁴ This number includes 80 special school places at Wennington Hall School. Currently there are 55 children and young people attending this school, 17 of whom will leave at the end of 2019/20 academic year. These children and young people travel from all areas of Lancashire.



Map created : 14/10/2019

9,000 4,500 0 9,000 Meters

Map scale : 1:375,000



Education Scrutiny Committee

Meeting to be held on Wednesday, 5 February 2020

Electoral Division affected: (All Divisions);
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Schools Causing Concerns Task and Finish Group Final Report

(Appendix 'A' refers)

Contact for further information:

Sam Parker, Tel: 01772 538221, Senior Democratic Services Officer (Overview and Scrutiny), Sam.Parker@lancashire.gov.uk

Executive Summary

Provided at Appendix 'A' is the report of the School Causing Concerns Task and Finish Group. The findings of this report have led to a number of recommendations being formulated which are contained with Appendix 'A'.

Recommendation

The Education Scrutiny Committee is asked to:

- i. Note the content of the report;
- ii. Support the recommendations of the task and finish group, as set out in the report at Appendix A.
- iii. Consider the appropriate mechanism for reviewing the responses to the Task Group's recommendations.

Background and Advice

At the Education Scrutiny Committee held on 10 September 2018, members were provided with a detailed report and presentation on the journey of schools causing concern and the impact on services.

The Committee felt that given the volume and broad range of information provided at this meeting, it would be more beneficial to further explore the impact of schools in difficulty/causing concern on families and services in Lancashire as part of a task and finish group to allow for a more comprehensive study.

Membership of the task and finish group

The task and finish group was made up of the following County Councillors:

- Ian Brown (chair)
- Andrea Kay
- Cosima Towneley

- Jenny Purcell/Stephen Clarke
- Bernard Dawson
- Lorraine Beavers
- John Potter
- Jayne Rear (chair until May 2019)

The report included as at Appendix 'A' is the final report of the task group. This report summarises the findings from the task group work which has sought to further understand what constitutes a school categorised as 'causing concern', the provision to these schools from the county council and the pressures faced by schools.

The task group work primarily focused on gathering background information, reviewing case studies on schools categorised as 'causing concern' and interviewing officers from various county council services that support schools such as:

- School Improvement Service
- Schools Finance
- Governor Services
- School Place Planning

In addition, a key element of the information gathering process included seeking to understand how the support is viewed from a service user's perspective.

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Legal and finance

Recommendations are made for further consideration and this would need to include a full assessment of the legal and financial risk and implications.

Risk management

This report has no significant risk implications.

Local Government (Access to Information) Act 1985 List of Background Papers

Paper	Date	Contact/Tel
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N/A

Reason for inclusion in Part II, if appropriate
N/A

Schools Causing Concern Report of the Scrutiny Task and Finish Group

Chair of the Task and Finish Group:
County Councillor Ian Brown

For further information regarding this report, please contact:
Samantha Parker, Senior Democratic Services Officer – Overview and Scrutiny



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Introduction

Lancashire has the highest number of maintained schools in England (554 compared to next at 486) and the majority of schools are successful with 90% achieving a good or outstanding Ofsted rating.

Many schools do at some stage undergo a period of uncertainty for a whole range of reasons. These are usually resolved by the schools, their staff and governors, either by their own efforts or with outside support, and do not impact significantly upon the standards or the education of children. However, where schools need additional help, a traded service is offered by the county council where support can be purchased by schools in matters such as finance, governor services and school improvement.

What is a school 'causing concern'?

A school can be identified as 'causing concern' for a number of reasons and the county council has a range of criteria:

- An Ofsted inspection has categorised the schools as either in special measures, having serious weaknesses, or requiring improvement
- Concerns over standards of achievement, quality of teaching, leadership and management, behaviour and safety, safeguarding
- Recommendation from school adviser to area team leader
- Recommendations from either a schools' financial services manager or a senior area personnel officer

The common ingredients for challenging schools can include (but not limited to) recent changes in leadership, declining numbers on roll or financial deficits.

Schools receive bespoke support from the county council which can be provided in the short term or in some cases, over many years.

Department for Education guidance

To support local authorities and Regional Schools Commissioners (RSC) on how to work with schools to support improvements, and on using their intervention powers, guidance is provided by the Department for Education. This guidance describes the

processes local authorities and RSCs may take in schools that are eligible for intervention. These include:

- Schools that have failed to comply with a warning notice.
- Schools that have been judged inadequate by Ofsted.

This guidance is statutory for local authorities, and sets out their role in relation to maintained schools that are identified as 'causing concern'.

Background to the Review

A special meeting of the Education Scrutiny Committee was held on 12 April 2018, to review a call-in request on a decision taken by Cabinet to close Hameldon Community College in Burnley. At this meeting, the Committee heard that despite the best efforts of the school and the continued, long term support of the local authority, Hameldon Community College had been unable to make sustained improvements. Concerns were raised following this meeting as to the level of support provided to schools 'in difficulty' and the impact on families as a result of a school closure.

As a result, at the Education Scrutiny Committee held on 10 September 2018, members were provided with a detailed report and presentation on 'the journey of schools causing concern'. The report provided details on the package of support provided to schools by the county council that are deemed to be 'in difficulty' through the school improvement and finance teams, and included information on the impact to services such as school admissions and place planning.

Our comprehensive study arose following a discussion at this meeting. It was felt that given the volume and broad range of information considered by the Education Scrutiny Committee, it would be more beneficial to commission a task and finish group to undertake this work on behalf of the Committee to further explore the challenges facing schools 'causing concern' in Lancashire.

About this Report

Our principle aim in undertaking this work was to further understand what constitutes a school categorised as 'causing concern', the provision to these schools from the county council and the pressures faced by schools.

Our task group met on 7 separate occasions, considered a number of reports and documentation (detailed on page 25 of this report), and met with a variety of Lancashire County Council officers.

The purpose of our work was primarily focused on gathering background information, reviewing case studies on schools categorised as 'causing concern' and interviewing officers from various county council services that support schools such as:

- School Improvement Service
- Schools Finance
- Governor Services
- School Place Planning

In addition, we sought to understand how the support is viewed from a service user's perspective. Two headteachers (representing primary and secondary schools from different areas across the county) contributed to our review by sharing their experiences working with the county council services to overcome the challenges faced managing a school categorised as 'causing concern'. Both headteachers were new to the role when taking on their schools.

Recommendations

This report reflects the views and recommendations of Overview and Scrutiny. It does not necessarily reflect the views of the county council. In many cases, suggestions are made for further consideration to be given to issues, and this would need to include a full assessment of the legal and financial risks and implications.

Objective	Recommendation	Timeframe
Responsibility: School Improvement Service		
Enhancement of support provision to headteachers	a. To review communication mechanisms where a school has been identified as 'causing concern' to ensure headteachers and Chairs of Governors are informed of process in a timely manner to support the headteacher with the ongoing communication with school staff, governors, parents etc.	Within 3 months
	b. To evaluate the mentor process provided by the county council to ensure allocation is suitable to the individual needs of a new headteacher at a vulnerable school taking into account the schools concerns.	Within 3 months
	c. To assess support and training provided during a newly appointed headteachers induction, to include the option of a sustainable programme of finance and business management training where required.	Within 3 months
	d. To review and identify alternative training delivery methods (such as podcasts, webinars, on-site training etc) to provide headteachers with alternative options to improve accessibility.	6 – 12 months
	e. Consideration to be given to organising workshops between experienced headteachers and future potential headteachers to assist with a more comprehensive understanding of the role, sharing of experiences and good practice.	6 - 12 months

	f. To provide further support to previously vulnerable schools to help rebuild trust within the community and other schools in the locality.	6 – 12 months
	g. To review whether a package of support to identified vulnerable schools could be made available prior to the point of becoming categorised as a school causing concern.	3 – 6 months
Responsibility: Schools Finance/Schools Advisory Service		
To enhance the current service provision with a focus on prevention rather than intervention.	a. Schools advisor visits to include more of a focus around finance and staffing to ensure any vulnerable position is identified early so the right level of support can be provided before the point of crisis.	Within 3 months
	b. To review the current new headteacher support to include a mechanism within the mentor role to provide guidance on finance, budgeting and staffing.	3 – 6 months
	c. To review the School Improvement Challenge Board criteria used to include staff mobility and staffing budgets.	6 – 12 months
	d. Consideration to be given for a review to be undertaken on the effect on school financial stability in relation to the EHC plan funding allocation timescales and special school placement challenges through Schools Forum.	Within 3 months
Responsibility: Governor Services		
<p>To support:</p> <p>An increase to the pool of school governors across Lancashire.</p> <p>School governing bodies to be reflective of the community their</p>	<p>a. To review current methods to support recruitment of school governors to increase numbers and diversity to include:</p> <ul style="list-style-type: none"> • The Cabinet Member of Children, Young People and Schools to send a letter to financial institutions and local employers to promote the role of school governor through newsletters to staff. • Inclusion on school applications for parents/carers to indicate interest in school governor role. • Potential to discuss school governor role in headteacher exit interviews. 	Within 3 months

<p>school serves.</p> <p>All school governors' confidence to fulfil their role as a 'critical friend' and to challenge where required to ensure the best outcomes for its pupils.</p>	b. County Council to sign up to the Inspiring Governance School Governor Champions Charter to encourage LCC staff to consider role as part of continuous professional development.	Within 3 months
	c. A review of the current governor training provision subject matter and alternative training delivery methods with a view to increasing accessibility and encouraging attendance.	Within 3 months
	d. A review of the mechanism for school governors to contribute to full governing body meeting agendas where the county council provide this service.	Within 3 months

Membership of the Group

Our task group members included:

- Ian Brown (chair)
- Andrea Kay
- Cosima Towneley
- Jenny Purcell (until March 2019) / Stephen Clarke (from March 2019)
- Bernard Dawson
- Lorraine Beavers
- John Potter
- Jayne Rear (chair until May 2019)

Officers

Our work programme was supported by the following officers who provided us with relevant support, guidance and information and attended our meetings as appropriate.

From Lancashire County Council:

- Steve Belbin, Acting Director of Education and Skills
- Andrew Good, Head of Financial Management (Development and Schools)
- Alison Hartley, Senior Advisor (Secondary/Post 16 Group)
- Alison Mitchell, Senior Advisor (Monitoring & Intervention)
- Neil Smith, Schools and Childcare Financial Services Manager
- Ajay Sethi, Head of Education & Skills
- Margaret Scrivens, School Based Issues Officer
- Mel Ormesher, Head of Asset Management
- Sarah Callaghan, Director of Education and Skills

- Craig Alker, Business Support Officer

From schools:

- Deanne Marsh, Headteacher, Bacup St Saviour's Community Primary School
- Paul Scarborough, Headteacher, Upholland High School

School Improvement Service

Background

The county council's School Improvement Service provides a number of bespoke services to support schools depending on need including:

- Teaching & learning consultant support
- Attendance and behaviour consultants
- Assessment support
- Adviser support for leadership and management
- Training

A key element of the support to schools is the Advisory Service which provides support, guidance and advice working in partnership with schools. This service can be purchased through the School Service Guarantee (SSG), which a high number of schools have bought into.

The Advisory Service monitors the performance of schools in Lancashire, works with school leaders and serves to provide critical challenge as well as support. Further to this, the Advisory Service reviews all schools on a termly basis.

We heard that where a school has been identified as 'causing concern', the headteacher and chair of governors would be informed verbally of the reasons in advance, and then confirmed in writing. It is expected that the headteacher and chair of governors would make the matter known within the school, since the purpose of the arrangement is to support schools in addressing agreed targets for improvement. The governing body would then be involved in monitoring the progress made towards the agreed targets.

➤ **Role of the School Improvement Challenge Board**

The School Improvement Challenge Board (SICB) has a responsibility to challenge the impact of support provided by the county council to a school categorised as 'causing concern' and information is presented through evaluations on a six monthly basis.

The criteria used to prompt the school's attendance at SICB can include:

- Lack of significant progress towards one or more targets following the presentations of two evaluations.
- Ofsted reports raising significant concerns on the capacity of the leadership team to make the required improvements in a timely manner.
- Lack of progress in submitting a recovery plan or ongoing financial concern following the approval of a recovery plan/withdrawal of delegation.
- Ongoing and significant HR issues which are detrimental to the capacity of the school to meet targets in a timely manner.

This criteria is not exhaustive as there may be other situations where attendance at SICB may be required.

We were informed that should support not be successful, the SICB could consider sending a pre warning letter to the school outlining the concerns of the county council and steps the school will need to take to address these.

➤ **Criteria for the issue of a Pre Warning Letter**

Local authorities have the option of issuing a warning notice (effectively a pre warning letter) to maintained schools under the following circumstances:

1. The standard of performance of pupils at the school is unacceptably low and is likely to remain so.
2. There has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance.
3. The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).
4. The governing body have failed to comply with a provision of an order under section 122 of the Education Act 2002 (teachers' pay and conditions) that applies to a teacher at the school; or the governing body have failed to secure that the head teacher of the school complies with such a provision.

Should this be unsuccessful, then a formal warning letter is sent informing the school that it is now eligible for intervention by the Secretary of State and the Regional Schools Commissioner.

Findings

To further understand the support provided through the School Improvement Service, two headteachers were invited by our task group to discuss and provide information on their experiences managing a school 'causing concern' which highlighted the following key areas:

➤ **Support to headteachers**

We heard that in relation to the pre warning letter phase, there was viewed to be a feeling of vulnerability across the whole school for the headteacher to manage, particularly around staff stability and the wider impact this can have on the perceptions of the school from the local community. This can further exacerbate issues and limit the ability to successfully address concerns. Our members felt that there could be scope for more support to be provided at this stage to help headteachers manage the challenges and the impact, not only with staff but with governors.

When questioned on the support available as a new headteacher, we were informed that the county council provide a service for new headteachers where they are allocated an experienced headteacher as a mentor to provide support and advice. However, it was established that for new headteachers taking on a challenging school, the mentor allocation may not be appropriate to the needs of the new headteacher and the challenges faced by the school, which then restricts the advice that could be provided and in turn limits the success of the support.

➤ **Headteacher training**

Our task group discussed whether it was felt that the pathway to becoming a headteacher continued to provide the right training for potential new headteachers to successfully take on the role, with the current challenges faced by schools in light of reducing budgets. Given that both headteachers interviewed were new to the role, it was highlighted that there is seen to be a potential gap in training around finance and business management which new headteachers are then not prepared for particularly when taking on a school categorised as 'causing concern'. We also recognised that new headteachers would also encounter difficulties in taking the time required to attend training to provide the necessary tools to support their role.

We were concerned that this could impede new headteachers progress and resilience in the role and felt that there was a need to ensure that the induction provided to newly appointed headteachers included an option for sustainable ongoing support and training around business and finance. Further to this, it was suggested that to support potential headteachers as part of the career pathway, workshops from experienced headteachers could be provided to share their knowledge and good practice.

➤ **Restoring trust**

Our group were informed that both headteachers had successfully managed the journey of a school categorised as 'causing concern' to a more stable position. An important part of this journey was restoring the trust and confidence of neighbouring schools and the local community, as we recognised that the impact of a school in crisis was wide ranging and can have long term consequences. Our group heard that considerable work and time (12 to 18 months) was undertaken by the secondary school headteacher to restore trust and confidence in the local primary schools through meeting with primary headteachers. In addition, both headteachers discussed work undertaken with the community (including organising parent forums in partnership with those primary schools) which highlighted that more work could be undertaken through the county council to establish mechanisms to enable schools to work more closely together on a local footprint and in a cross phase approach (nursery, primary, secondary, special schools etc) to assist schools to help build and maintain relationships.

➤ **Prevention**

Underpinning this work, it was recognised that a focus on prevention was key to building school resilience and to recognise concerns before reaching the point of crisis. And, alongside the potential for more cross phase working in localities to enable more school to school support, is the potential to offer peer to peer support with schools nationally, not just locally that may be in a similar position.

➤ **SICB criteria**

From the discussions with the headteachers in relation to the work of SICB, and in particular the criteria used by the board to identify concerns, our task group felt that it would be useful to review the criteria used with headteachers who have experienced

working with the board with a view to including additional criteria such as staff mobility and staffing budgets which could be early indicators of a school in difficulty.

'Fight or flight, how 'stuck' schools are overcoming isolation' report

A recent report published by Ofsted titled 'Fight or flight, how 'stuck' schools are overcoming isolation' draws on research visits to 20 schools across the UK, 10 of which have been graded less than good consistently for 13 years or more and are considered as 'stuck'. With regards to school improvement support, this report highlighted:

"There were mixed reviews about the effect and quality of school improvement partners. Some schools remembered historically quite large teams of senior leaders being sent to the school from the LA. This was viewed as supportive but in all cases the school remained stuck afterwards. Schools were more positive about their recent encounters with SIPs. These individuals were either attached to their MATs or from an outstanding school in the local area. Advice is welcomed when it is more practical and when the relationship with the school is sustained".

Schools Finance Service

Background

It was reported that the county council has responsibilities for maintained schools, particularly around accounting support and support for Schools in Financial Difficulty (SIFD). Part of these responsibilities includes:

- Preparing the budgets for all maintained schools and academies in Lancashire.
- Challenging the financial environment of the school to ensure the school is sustainable.

Following increasing costs and rising demands in recent years, we were advised that schools have faced an unprecedented pressure on their budgets. This, as well as the per-pupil funding not keeping up with the rate of inflation, has led to many schools having to utilise reserves to set their school budgets.

➤ **Lancashire Schools in Deficit**

Our group were informed that as of March 2019, out of the 554 maintained schools in Lancashire, 39 were in deficit which equated to around 7% of all schools.

The county council provides significant targeted support, enhanced monitoring and early warning system around SIFD.

The SIFD system classifies schools into one of four categories based on various financial indicators:

Category	Description
Category 1 - Structural Deficit	Structural deficit beyond recovery, school is financially nonviable, strategic solutions required.
Category 2 - Significant Deficit	Schools have significant deficits requiring intensive intervention and focussed support to recover, or have no agreed recovery plan.
Category 3 - Vulnerable Position	Incorporates schools burning through reserves, losing significant pupil numbers, moving into or on the brink of deficit, or schools that are recovering from more significant financial problems, but where the recovery plan is agreed and is on track - require intervention and monitoring in order to prevent failure in the next 3 years.
Category 4 - No financial issues	No budget issues but continued monitoring of financial indicators to confirm ongoing financial health.

We were assured that the school data used in the categorisation process is kept under regular review, against the agreed categories.

It was reported that the longer term viability of schools within Category 1 is considered questionable and consideration is given to further actions by the county council at a strategic level, including possible closure of the school.

Support is provided for schools in categories 2 and 3, either via targeted support or through the standard support offered by the traded Schools Financial Services offer.

Finally, although schools in Category 4 have no current budget issues, monitoring of the financial indicators would still continue to confirm any ongoing financial health issues.

➤ **Early Warning Process**

Our group were informed that the Early Warning Process was introduced by the Schools Finance team to provide assistance to schools in identifying possible future financial issues. Financial data is analysed and letters issued to schools that trigger certain thresholds. These thresholds are:

- County council forecasts a surplus at year end but balances are reducing by 70% or more;
- County council forecasts a deficit at year end that was not anticipated on the school's Income & Expenditure return;
- School Number on Roll has fallen by 10% or more since the previous October.

➤ **Enhanced Financial Training**

On a question raised around finance training, we heard that a series of financial seminars were held during 2018 aimed at primary and nursery schools. Further enhanced training was held in 2019 and focussed mainly on the secondary sector.

➤ **Schools Forum**

As well as support provided to schools through the schools finance service, the Schools Forum advises the county council on matters relating to school funding and has certain decision making powers. The county council takes into account views expressed or the decisions taken by the Forum in setting out the schools budget. This is a statutory body made up from representatives of headteachers, governing bodies and of other relevant organisations within Lancashire.

Findings

From discussions with the two headteachers interviewed on the financial challenges faced by their schools, our group were informed that both headteachers were unaware of any financial concerns within the schools on commencement of employment. However it was quickly established that both schools were viewed to have unrealistic staffing structures impacting on schools budgets, and forecasted

budget deficits. This raised concerns with our group members as to the county councils early understanding or awareness of the schools financial situation.

Further concerns raised by headteachers included the potential impact the statutory timescales (20 weeks) in place for the Education, Health and Care (EHC) plan process on a schools budget.

Our group heard that where a pupil presents with a potential special education need (where they require more support than the school is able to provide), a request can be made for an EHC needs assessment to be undertaken. As it stands, this process has a statutory timescale of 20 weeks for the final plan to be issued, depending on the outcome of the initial assessment as to whether an EHC plan is required.

It was highlighted that the 20 weeks' timescale can have a significant impact on a schools budget, in particular where the EHC plan had not been previously put in place. In addition, once the process had been completed, it may determine that the school would not be best placed to meet the need of that pupil and that a place at a special school would be required. Further impact could then be placed on the school financially should there not be a place available at a special school so the school is then required to fund appropriate support until a place becomes available.

Concerns were raised as to the impact this timescale has on the ongoing school financial stability, particularly where schools are already showing financial difficulties and felt that a further review of all schools across Lancashire could be undertaken to understand the full extent of impact this has on schools.

Governor Services

Background

A school governing body provides non-executive leadership and there are currently over 8500 governors in Lancashire schools. In all matters, the governing body should operate at a strategic level, leaving the headteacher and senior management team responsible and accountable for the operational day-to-day running of the school.

In maintained schools, the governing body sets and approves the budget, defines expectations, delegates powers, and verifies performance towards delivering the schools' strategic aims and objectives.

The county council's Governor Services provides support to meet the variety of school governor needs in Lancashire.

This support includes guidance on model policies and governance procedures, recruitment of governors, training and development of governors.

➤ **Recruitment**

Governor vacancies reduce the effectiveness of governing bodies as they limit the range of experience available and increases the workload of other governors.

We were keen to understand the challenges and the work undertaken to address governor recruitment issues, and it was highlighted that a recruitment campaign has been in place since October 2017 which has included the following methods:

- Area based news releases
- Staff notices
- Social media posts (such as Facebook and Twitter)

However, it was established that the campaign has had limited success and further work was being undertaken including linking in with the National Governance Association (NGA) and 'Inspiring Governance' to organise governor recruitment roadshows across the County.

In addition, our members were advised that a campaign had been launched by Inspiring Governance which aimed to better inform employers of the work of school governors to offer support to their employees who wanted to become a governor.

➤ **Increasing Diversity**

We raised the question of diversity and it was established that for the county council, increasing the diversity of governors continues to be a key focus to ensure that governing bodies reflect the communities they serve. From this review it was highlighted that more recently, the NGA had produced a guide 'The Right People around the Table' which was promoted via the Chairs' Forums and included on the governor webpages of the schools' portal. This document provides information and practical tips on the recruitment of governors. In addition, diversity was promoted in training courses provided by the county council included as part of the new 2019 Lancashire Skills Audit.

➤ Training and Development

As well as reviewing their constitution annually, governing bodies complete their annual skills audit and identify any gaps in the skills occupied by the governing body.

A key aspect of the training and development offer is to support governors in understanding their role and responsibility in key areas.

It was reported that the county council continues to review and to provide a significant training programme for governors across the county. In 2018/19, it was reported that there were approximately 265 courses held for governor training, with around 4000 governors in attendance. However, this number was only half of the number of governors in Lancashire.

It was established that where schools purchase the training and development service level agreement (SLA), free access to the NGA E learning - called 'Learning Link' is provided. The NGA Learning Link offers flexible e-learning to help governors and chairs develop their learning skills and knowledge. There are currently 94% of schools in Lancashire who have purchased this SLA.

Findings

From the information provided, our task group felt that there continued to be a number of challenges in relation to:

- Recruitment of governors across Lancashire
- Accessibility to training and workshops
- Diversity of governing bodies to mirror community in which the schools based

In addition, information provided by both headteachers indicated concerns particularly around the following areas:

- Ability to challenge school leadership teams
- Understanding and challenging school budgets and staffing
- Upskilling existing governors and building confidence in new governors

With regards to training, although there is a variety of training and workshops available, our task group felt that consideration should be given to how the training is accessed utilising IT based solutions i.e. webinars or podcasts. It was

acknowledged that work had begun in relation to this but that further work through the current LCC digital strategy project was required across the whole of the county council to be able to achieve this.

We discussed the support provision for the full governing body termly meetings where the school has bought into the service provided by the county council. Part of this service includes the production of agendas and clerking support to the full governing body meetings. A number of standing items are included on the agendas and it was established that agenda items are primarily agreed through the headteacher and chair of governors. As some of our task group members were school governors, it was felt from experience that the mechanism used to determine agenda items did not necessarily allow for governors serving on the governing body to contribute to the agenda. A question was then raised as to how reflective the full governing body agendas are to the needs of the individual school to enable appropriate and constructive challenge where required.

To further illustrate the concerns raised by the task group, the Ofsted report on 'Fight or flight, how 'stuck' schools are overcoming isolation' identified that:

"In all stuck schools, governance and oversight were reported to be very weak. Most governors felt they did not have the knowledge or skills to challenge senior leadership teams. Often, the governors were led by the school, rather than the other way round".

"Sometimes, governors recognised how they could be easily led by senior leaders. The proliferation of internal performance data has not helped this situation, in which governors find themselves bamboozled by senior leaders".

School Place Planning Service

Background

Local authorities have a statutory duty in relation to mainstream school place commissioning. The School Place Provision Strategy 2017/19 to 2019/20 is in place to inform all future place planning and set a framework for discussions with schools.

The School Place Provision Strategy underpins the county council's process for ensuring sufficient school places across Lancashire at the right time and in the right location. Members noted that the county council's planning and forecasting is currently within the 1% +/- range for accuracy nationally.

➤ **Free Schools**

Since the introduction of free schools, there are two routes for the commissioning of a new free school which are:

- The Presumption route, which means the school had been commissioned by a Local Authority.
- The Central route, which means that the school's sponsors would apply directly to Central Government.

The county council has not yet commissioned any new free schools via the Presumption route. However, a number of free schools and University Technical College's (UTC) have been established in Lancashire via the Central route.

New DfE guidance on 'Opening and closing maintained schools' has been released (November 2019) which now provides local education authorities with the option of opening new maintained schools rather than free schools.

➤ **Impact of smaller building projects on local schools**

The Local Planning Authority (in Lancashire, this means the 12 district councils) takes into account priorities (e.g. need for affordable housing and viability) when determining what recommendations are put forward for decision in relation to housing developments. This would involve advance feedback from the county council of the likely impact of strategic sites and negotiation of mitigation measures which would be required to enable a site to come forward.

In addition to the individual assessment of site impact, the county council works closely with the strategic planners at each district on the preparation of their Local Plans.

Our task group also recognised that central government, in April 2019, issued new guidance on developer contributions. This guidance intended to ensure that developers make a financial contribution towards the provision of sufficient school

places where the increase in demand directly relates to the provision of new housing.

➤ **Managing impact on school places as result of an academy closure**

The mixed economy of academies and maintained schools presents authorities with challenges around the school planning function. Where the local authority is the decision maker in the event of a maintained school closing, it must take into consideration a number of factors such as the availability of alternative, quality provision, as part of the statutory process.

However, academy closure decisions are made by the Secretary of State, who can decide to withdraw the funding agreement. Where such a decision is made, the county council is required to find alternative places for the displaced pupils.

Updated guidance (November 2019) from the DfE on 'Making significant changes to an open academy and closure by mutual agreement' sets out, where a closure of an academy has been agreed mutually with the Secretary of State, the processes academy trusts need to follow and provides guidance as to when academy trusts should talk to other parties. Relevant local authorities will then be able to advise on the availability of alternative places and will be required to run a preference exercise to find an alternative place for any displaced pupils. It advised that this process must begin at the earliest stage feasible to allow for choices to be made, places to be found and for disruption to be minimised.

Findings

From the information provided on school place planning in response to the task groups concerns, it was recognised that the processes and procedures utilised by the school place planning team were well established yet flexible, to incorporate the regular guidance updates from the DfE. As such, it was felt that there were no recommendations required at this time.

Conclusion

The work of our task group has been a well-timed exploration into the challenges faced by the specialist support services provided by the county council to those maintained schools across Lancashire categorised as 'causing concern'.

From the reviews conducted across the areas identified by the task group, it was concluded that there is a significant resource provided by the county council to schools focussing primarily on 'intervention' to support schools at the point of concern. However, the challenge will be for the county council to refocus its attention to 'prevention'; to support schools well to reduce the need for intervention.

Further to this is the scope to broaden the provision of advice and guidance to Lancashire schools, by connecting more effectively to schools nationally to share best practice. In addition, this could afford the opportunity to provide peer to peer support with schools in similar situations nationally rather than focusing locally.

However, our task group, in exploring this area of work, recognised the important relationship the county council have with schools and the considerable respect shown by schools for the variety and level of services provided by the county council.

In addition, despite the challenges highlighted, our members were keen to acknowledge the considerable time undertaken by school governors across Lancashire, which is a purely voluntary but critical function, and stressed the growing demands faced in fulfilling the duties required of this role.

This task and finish group is grateful for the support and advice of those who provided information and evidence to support its work

Glossary

DfE	Department for Education
EHC	Education, Health and Care (Plan)
HR	Human Resources
LCC	Lancashire County Council
LA	Local Authority
MAT	Multi Academy Trust
NGA	National Governance Association
RSC	Regional Schools Commissioner
SICB	School Improvement Challenge Board
SIFD	Schools in Financial Difficulty
SIP	School Improvement Partner
SLA	Service Level Agreement
SSG	School Service Guarantee

Documents

[DfE Schools Causing Concern Guidance](#)

[Education Act 2006 Schools Causing Concern](#)

[Item 4 Education Scrutiny Committee meeting 10.09.18](#)

[Schools Forum Annual report](#)

[Methodology for Education Contributions in Lancashire](#)

[Securing developer contributions for education](#)

[DfE Making significant changes to an open academy and closure by mutual agreement](#)

[Lancashire School Improvement Challenge Board](#)

[Schools in financial difficulty criteria 2018](#)

[2019 CPD Framework for teachers, school leaders and school support staff](#)

[Lancashire School Place Provision Strategy](#)

[Lancashire Schools Forum](#)

[The Right People around the Table - Guide to Recruiting Governors](#)

[DfE Opening and Closing Maintained Schools](#)

[Fight or Flight - How Stuck Schools are Overcoming Isolation](#)

Websites

School Admissions bite size briefing

https://lancashire.public-i.tv/core/portal/webcast_interactive/372870

Lancashire Professional Development Service

<https://lccsecure.lancashire.gov.uk/lpds/courses.asp?q=governor>

Community Infrastructure Levy

<https://www.gov.uk/guidance/community-infrastructure-levy>

National Governance Association

<https://www.nga.org.uk/Home.aspx>

[Education and Employers](#) working together for young people

[Inspiring the Future](#) connecting schools and colleges with thousands of volunteers from the world of work

[Primary Futures](#) broadening aspirations by helping children grasp the link between learning and their futures

[Inspiring Governance](#) connecting skilled volunteers interested in serving as school governors with schools

[Research](#) latest research, seminars and conferences

Education Scrutiny Committee

Meeting to be held on Tuesday, 3 March 2020

Electoral Division affected: (All Divisions);
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Education Scrutiny Committee Work Programme 2019/20

(Appendix 'A' refers)

Contact for further information:

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Executive Summary

The work programme for the Education Scrutiny Committee is attached at Appendix 'A'.

The topics included were identified at the work planning workshop held on 22 July 2019.

Recommendation

The Education Scrutiny Committee is asked to:

- i. Note and comment on the report and work programme;
- ii. Discuss and confirm the topics scheduled for the next meeting and reasons for scrutiny.

Background and Advice

A statement of the work to be undertaken and considered by the Education Scrutiny Committee for the 2019/20 municipal year is set out at Appendix 'A'. The work programme will be presented to each meeting for consideration.

Members are requested to note and comment on the report and to discuss and confirm the topics scheduled for the next meeting and reasons for scrutiny.

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

This report has no significant risk implications.

Local Government (Access to Information) Act 1985 List of Background Papers

Paper	Date	Contact/Tel
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None		
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Reason for inclusion in Part II, if appropriate

N/A

Education Scrutiny Committee Work Programme 2019/20

The Education Scrutiny Committee Work Programme details the planned activity to be undertaken over the forthcoming municipal year through scheduled Committee meetings, task group, events and through use of the 'rapporteur' model.

The items on the work programme are determined by the Committee following the work programming session at the start of the municipal year in line with the Overview and Scrutiny Committees terms of reference detailed in the County Councils Constitution. This includes provision for the rights of County Councillors to ask for any matter to be considered by the Committee or to call-in decisions.

Coordination of the work programme activity is undertaken by the Chair and Deputy Chair of all of the Scrutiny Committees to avoid potential duplication.

In addition to the terms of reference outlined in the [Constitution](#) (Part 2 Article 5) for all Overview and Scrutiny Committees, the Education Scrutiny Committee will:

- Scrutinise matters relating to education delivered by the authority and other relevant partners
- Fulfil all the statutory functions of an Overview and Scrutiny Committee as they relate to education functions of a Children's Services Authority

The Work Programme will be submitted to and agreed by the Scrutiny Committees at each meeting and will be published with each agenda.

The dates are indicative of when the Education Scrutiny Committee will review the item, however they may need to be rescheduled and new items added as required.

Topic	Scrutiny Purpose	Lead Officers/ Organisation	Proposed Date(s)	Recommendations	Progress
Schools Finance	To receive an update on the schools financial position	Andrew Good	22 July 2019	Noted	NA
Early Education	Overview of service provision and current challenges	Paul Duckworth Mel Foster Kate Dewhurst	22 July 2019	All county councillors be provided with details on the local offer of early year's places for all districts including service planning areas to support the service and parents in the consideration of early year's providers where there is capacity.	
Maintained Nurseries	Update on financial position and the working group	Andrew Good Paul Foster Mel Foster Kate Dewhurst	22 July 2019	Noted	NA
Task group update	Progress on recommendations from Pupils at Special School with Medical Conditions task group	Head of Policy, Information and Commissioning	29 October 2019	The committee be provided with the names of the schools in the Lancashire area to encourage responses to the data gathering exercise questionnaire	Received – only 2 SEMH schools in Lancs where SS nursing services is not provided, therefore response not required.
SEND	Self-assessment ahead of SEND inspection. Focus on inspection preparation	Head of Inclusion	29 October 2019	Noted	

Lancashire Schools - attainment data	Attainment outcomes report	Director of Education and Skills Head of Education, Quality and Performance	5 February 2020	An update on the progress of the improvement model be provided at a future meeting of the Education Scrutiny Committee.	
Schools Causing Concern task group	Final draft report	Chair of task group	3 March 2020		
SEND Provision Development	Progress update on the implementation of principles following August Cabinet report	Head of Inclusion	3 March 2020		
Early Years Strategy	Update on strategy progress with health	Head of Education, Quality and Performance Health representative – TBC	3 March 2020		
SEND Inspection	Outcome of local area inspection	Head of Inclusion Director of Education and Skills	TBC		

NEET (not in education, employment or training)	Update on progress to reduce numbers of NEET in Lancashire. To include how child poverty impacts on numbers of NEET and how this is addressed	Director of Education and Skills 16-19 Skills Lead	TBC		
Lancashire Breaktime	Proposal for future delivery following review agreed at August Cabinet	Head of Inclusion	TBC		
Briefing Notes					
Transitions	Have we got it right? – Work undertaken by steering group? Include children's to adults services and special schools to further education	Transitions steering group - TBC			
Exclusions	Progress on the strategies to support reduction	Head of Education, Quality and Performance			
Outdoor Education Provision	Physical education in schools – grant funding to support PE and sport activities – outcomes and impact	Scrutiny Officer/finance	Feb 2020		
Elective Home Education guidance	Policy updates following release of EHE guidance in April 2019. To include: Data on numbers children withdrawn from school	Head of Education, Quality and Performance			

	How does neglect strategy feed into EHE service provision				
Schools causing concern	Annual update	Head of Financial Management (Development and Schools)			
Information Sessions (BSBs)					
School admissions	Locality information sessions on school admissions, place planning process, support and standards	TBC	TBC		

Other potential topics:

Schools transport – SEND transport policy, SEND transport arrangements, PRU consultation outcome

SEN equipment in schools – review of 'fit for purpose' equipment in schools

Child poverty - effects on education and how pupil premium is making a difference. To include armed forces families mentor funding

Parking at schools

Maintained nurseries (following Cabinet report in January)

Early Help inspection outcome

School Improvement Model (due to be in place by September 2020) – potential scrutiny review at year end