

Lancashire County Council

Education Scrutiny Committee

Tuesday, 27th March, 2018 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

1. Apologies

2. Disclosure of Pecuniary and Non-Pecuniary Interests

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 meeting held on 28 November 2017 | (Pages 1 - 6) |
| 4. | Suitability and Sufficiency Audit | (Pages 7 - 14) |
| 5. | Permanent Exclusions from Lancashire Schools | (Pages 15 - 20) |
| 6. | Personal Education Plans for Children Looked After | (Pages 21 - 26) |
| 7. | Education Scrutiny Committee Work Plan 2017/18 | (Pages 27 - 34) |

8. Urgent Business

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 Monday 25 June in Cabinet Room 'C' at County Hall, Preston.

County Hall
Preston

L Sales
Director of Corporate Services

Agenda Item 3

Lancashire County Council

Education Scrutiny Committee

**Minutes of the Meeting held on Tuesday, 28th November, 2017 at 10.30 am
in Cabinet Room 'C' - The Duke of Lancaster Room, County Hall, Preston**

Present:

County Councillor Christian Wakeford (Chair)

County Councillors

L Beavers	E Nash
S Clarke	J Parr
B Dawson	J Potter
A Gardiner	J Rear
A Kay	P Steen
Ms S Malik	C Towneley

Co-opted members

Mr Kenvyn Wales, Representing Free Church Schools
Mr John Withington, Representing Parent Governors
(Primary)

County Councillors Bernard Dawson, Lorraine Beavers and Jean Parr replaced County Councillors Nikki Hennessy, Jenny Molineux and Munsif Dad respectively.

1. Apologies

Apologies were received from County Councillor Anne Cheetham, Mr Ian Beck, Mrs Janet Hamid and Dr Sam Johnson.

2. Disclosure of Pecuniary and Non-Pecuniary Interests

County Councillor Andrew Gardiner declared a non-pecuniary interest in Item 4 as his son had sat his SATS last year. County Councillor Stephen Clarke declared a non-pecuniary interest as he had a child and three grandchildren in education.

3. Minutes of the meeting held on 26 September 2017

Resolved: The minutes from the meeting held on the 26 September 2017 be confirmed as an accurate record and signed by the Chair.

4. Standards of Achievement in Lancashire Schools

The Chair welcomed Stephen Belbin, Head of Service School Improvement; and Paul Dyson-Knight, Senior Advisor Team Leader Secondary, to the meeting.

The report presented explained that 92% of Lancashire schools were judged to be good or better. This was above the national average (89%) and the North West average (90%). This placed Lancashire schools second against their statistical neighbours. Standards of attainment were close to the national averages at the Foundation Stage, below the national average at Key Stage 1 and in line at Key Stage 2. They were below the average at Key Stage 4.

The Committee were satisfied with the renewed emphasis on reading. Members were advised that the data on reading would filter through to Key Stage 4.

Concerns were raised about the fact that Religious Education was not part of the new English Baccalaureate Certificate (EBacc). EBacc was a school performance measure. It allowed people to see how many pupils got a grade C or above in core academic subjects at Key Stage 4 in any government funded school.

Members were informed that new technical and vocational qualifications had started to emerge and schools had started to engage with these to support a broad and balanced curriculum.

The Committee queried whether employers were kept informed on the changes to curriculum which could potentially impact on attainment and future employability of young people.

Members were advised that there was more literacy demand in the new exams and teachers were having to adapt the way they taught in order to better prepare children. It was reported this could also have an impact on the future recruitment of teachers.

The changes in the system would enable a child's education progress to be tracked from its reception year right up to exams at the end of Year 11. A vast majority of schools held pupil progress meetings every term where the pupil's progress in all subjects was considered.

The Committee felt there was more to be gained by placing governors in a more proactive role in their local communities. Ofsted stated that governors should be more strategically involved in school improvement. It was confirmed that most

secondary schools had a Governors Improvement Plan in place and governors were engaging in debates around curriculum.

Resolved: That the;

- i. Number of Lancashire schools judged to be good or better in Lancashire be noted
- ii. Standards of attainment in Lancashire schools be noted.

5. Attainment of Looked After Children

The Chair welcomed Audrey Swann, Head of Education for Looked after Children and Challenging Groups, to the meeting.

The report presented explained that the attainment of all Lancashire's looked after children, wherever they were placed, was collated at the end of Key Stage 1 (age 7 years) and Key Stage 2 (age 11 years) for primary pupils, and the end of Key Stage 4 (age 16 years) for secondary pupils. Those looked after children who had been in care for at least 12 months prior to the end of the key stage assessments were part of a group known as OC2, this was the group for which attainment was compared to other looked after children nationally, and to those pupils who were not looked after. The attainment measures that were collated for looked after children were those that were reported on nationally for all pupils.

It was reported that looked after children did not attain as well as children not looked after but did attain better than children in need. Looked after children changed schools frequently and this had an impact on their attainment. Change of home placement also had an impact. Members enquired if there were statistics on why there were so many school moves. Members were advised that for Ofsted reasons, the Looked after Children Team did track how many school moves each child had and that most school moves were due to home moves. There were very few looked after children who were permanently excluded from a school.

It was noted that once looked after children were settled in a safe and stable environment then greater progress in education was made.

Resolved: That the;

- i. Report presented be noted
- ii. The need to support the attainment of looked after children in policy decisions, contact with schools and services at a county wide level be understood and noted.

6. Elective Home Education

Frances Molloy, School Attendance/Children Missing Education Lead, was welcomed to the meeting.

The report presented explained that the Elective Home Education Team, located with the School Improvement Service, provided support for families who had elected to make arrangements for their children's education other than school. It outlined the support available from the team, the types of challenge applied when concerns were identified and the limits of the local authority's ability to monitor and report on attainment within the current legislative framework.

The Committee was informed that parents were not required to give an explanation or decision as to why they elected to home educate. Elective home education was seen as a viable option for people in an area where there was a body of support from other home educators.

Concerns were raised about elective home education. It was noted that LCC did not have a duty to visit homes. LCC did not have routine powers to go out to homes to investigate if suitable education was being made. Where families had decided to home educate, there was no requirement to follow the curriculum and no requirement to sit exams. LCC did however liaise with the home educated families and the local colleges to arrange drop-ins on how to achieve the best transition into post 16 years education.

Resolved: That;

- i. The arrangements in place within Lancashire to support families who are home educating be noted.
- ii. The arrangements in place within Lancashire when it is determined that suitable education may not be in place through elective home education arrangements be noted.
- iii. The limitations on the identification/reporting of the attainment of home educated children be noted
- iv. A Notice of Motion be produced supporting the proposed changes under the Home Education (Duty of Local Authorities) Bill currently progressing through the House of Lords, for the Full Council meeting on 14 December.

7. Education Scrutiny Committee Work Plan 2017/18

The work plan for the Education Scrutiny Committee for the 2017/18 municipal year was presented to the Committee. The topics included were identified at the work planning workshop held on 21 June 2017.

A revised version of the work plan was presented at the meeting. Members were asked if there were any items in particular they would like discussed at the March meeting regarding the item on school improvements. Items raised were:

- Issue raised by head teachers of nursery schools – concerns over the transitional funding pot up to 2020. Fears over closure and what happens in terms of funding after 2020.
- Update from SEND

These were agreed to be included in the work plan for a future meeting.

Resolved: That the report presented be noted.

8. Urgent Business

There were no items of Urgent Business.

9. Date of the Next Meeting

The next meeting of the Education Scrutiny Committee is due to be held on Tuesday 27 March at 10.30am, Cabinet Room C, County Hall, Preston.

I Young
Director of Governance, Finance
and Public Services

County Hall
Preston

Education Scrutiny Committee

Meeting to be held on Tuesday, 27 March 2018

Electoral Division affected:
(All Divisions);

Suitability and Sufficiency Audit

(Appendix 'A' refers)

Contact for further information:

David Graham, Head of Service for Special Educational Needs and Disabilities

david.graham@lancashire.gov.uk

Executive Summary

To provide an opportunity to review the Short Plan and the work completed on the Sufficiency and Suitability of Special Schools and Short Stay Schools in Lancashire.

Recommendation

The Education Scrutiny Committee is requested to note and comment on the report.

Background and Advice

The Department for Education (DfE) has conditionally allocated the County Council funding to increase school places for people aged 0-25 with an education and health care (EHC) plan.

Consultations

Schools and stakeholders are currently being consulted.

Implications:

This item has the following implications, as indicated:

An opportunity to improve the provision for pupils with special educational needs and disabilities (SEND) by accessing additional grant funding to augment the capital funding available.

Risk management

Engaging with the process as outlined in the report will provide an opportunity to enhance the provision for pupils with SEND in Lancashire. The risk of not proceeding within the guidelines is mitigated by the sufficiency and suitability team's engagement.

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

Paper	Date	Contact/Tel
NA		
Reason for inclusion in Part II, if appropriate		
NA		

Special Provision Capital Funding Short Plan 2018-2021

(Special Educational Needs and Disability Suitability and Sufficiency Project)

Background and Information

The Department for Education (DfE) has conditionally allocated the County Council funding to increase school places for people aged 0-25 with an **education and health care (EHC) plan**.

The government is giving £215 million of funding from the **Special Provision Capital Fund (SPCF)**.

In total the County Council could be allocated £2,049,599 in three equal instalments of £683199.66 from 2017-2021. It can only be used to expand good or outstanding schools or create new provision.

To obtain the funding, we are instructed to publish a short plan to describe how we intend to use it.

Set out below are our findings that have formed our proposal and the short plan on what Lancashire County Council (LCC) proposes to spend the SPCF funding on. This short plan will form part of the wider Sufficiency Plan.

The Sufficiency Plan will set out Lancashire County Council's proposals in terms of how we can increase capacity across our educational estate for the benefit of Children and Young People (CYP) with Special Educational Needs and Disabilities (SEND).

It Is Proposed the Sufficiency Plan will be funded by LCC's capital investment of £6.4 million (This is DfE Basic Need grant and needs to be spent in line with the School Planning Strategy i.e. the expansion of good and outstanding schools, which would be allocated over a two year period) and an informal consultation on this Plan will start in early May 2018. The informal consultation will capture the views of children and young people, parent carers and stakeholders to shape the plan ready for potential publication 06-2018.

We have completed a full survey of our educational provision, along with an in depth data analysis of our children and young people population with special educational needs and disabilities (SEND). We have done this using money allocated previously and specified for this purpose by the DfE.

Identifying Needs

Based on data from 2017 there are 6384 children and young people across the county who have SEND, and have an EHC plan or SEN statement

What are Special Educational Needs?

Special educational needs and disabilities affect a child or young persons' ability to learn, making it harder for them to learn than most children and young people of the same age. They can affect their:

- Behaviour or ability to socialise, for example they struggle to make friends
- Reading and writing, for example because they have dyslexia
- Ability to understand things
- Concentration levels, for example because they have ADHD
- Physical ability

A child or young person has a special educational need if they need special educational provision for example extra support in nursery, school or college, help from a specialist teacher or support to attend a special school.

Needs Analysis – Headline Figures

In 2014 LCC supported 4997 CYP. By 2017 this figure has grown to 6362, **an increase of 27%**.

The number of CYP with social, emotional and mental health (**SEMH**) (a full explanation of this need can be found in figure 3) listed has increased from 669 in 2014 to 1066 in 2017. This was the sharpest rise amongst areas of need, amounting to a **county-wide increase of 59%**.

The **North** of the county (Lancaster, Fylde and Wyre) has experienced the most significant increase in numbers of CYP with **SEMH**, with numbers **increasing by 78%** from 2014-17 (198 to 353).

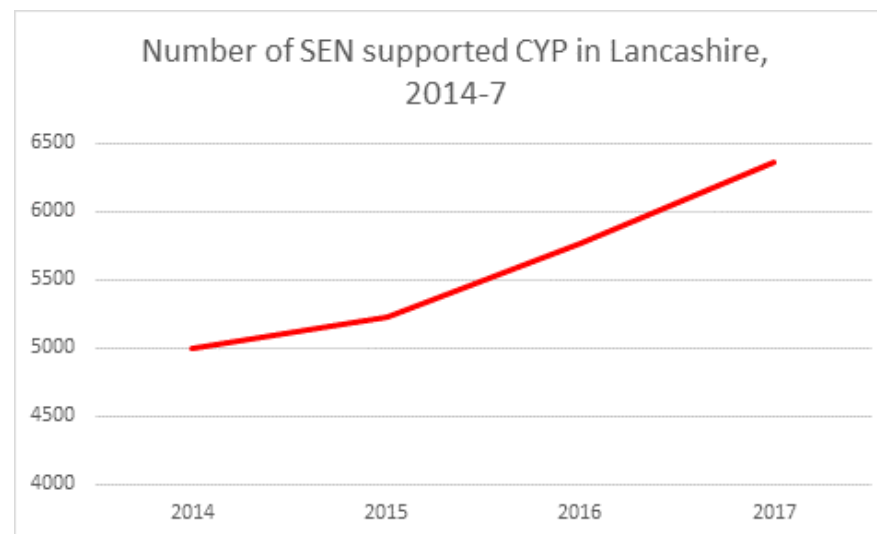


Figure 1 – Graph to show the number of SEN supported CYP from 2014 to 2017

Needs Analysis

Since 2014 we have seen a significant increase in the number of children and young people that we support, who have SEND (figure 1).

Data shows there are potential points for improvement that will be explored further with consultation from CYP and parent carers to inform the Sufficiency Plan. Early indicators point towards:

- provision for Autistic Spectrum Disorder being increased
- Holistic education hubs for Early Years and reception age
- Outreach hubs to increase capacity for 16-19 provision

For the purpose of the SPCF the data has identified a lack of specialist provision in the North for children with a SEMH need at primary age 4-11. (Figure 2)

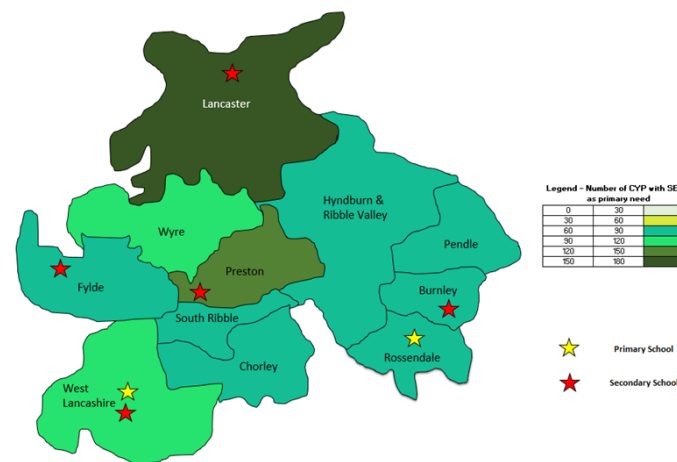


Figure 2 – Heat map showing location of specialist SEMH schools

Figure 3

Social, Emotional and Mental Health Difficulties (SEMH) Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder or attachment disorder**

Figure 3- explanation of SEMH

Proposals to Meet Need

We need to increase specialist provision in the North of the county as we do not have a specialist school for SEMH pupils aged 4-11. A high percentage of children of those with an EHC plan with a need of SEMH aged 4-11 are being educated in Independent or non-maintained schools or are attending specialist provision for General Learning Difficulties.

In the recent [Local Area Inspection](#) in Lancashire, a main finding was;

"Inconsistency and variability in terms of children's and young people's needs being met are constant themes across the local area. Too much depends on where a child lives and which professional is involved in their situation. This results in an inequality of experience for children and young people and their families." (Joint Local Area SEND Inspection Report Office for Standards in Education, Children's Services and Skills (Ofsted) and Care Quality Commission (CQC), 11/13 –11/17 2018)

By increasing the capacity within the North we can:

- increase choice for CYP and families
- Improve outcomes for CYP with SEND
- increasingly support pupils to be part of their local community
- increase capacity in some of our specialist provision

There is a significant need for provision around social, emotional and mental health needs, particularly in the north of the County, as data suggests that the number of pupils with this need is expected to rise.

Short Plan

In order to develop provision that meets these needs, Lancashire County Council propose to create up to 40 new places for 4-11 year olds in the North of the county, to support pupils with social, emotional and mental health needs.

Following consultation outcomes, plans will be informed by CYP, parent carers, stake holders and feasibility studies to determine the most effective way of doing this.

Summary of Proposals

Area	Proposed increase in capacity Proposal	Planned developments
Social, Emotional and Mental Health		
Meets need to increase provision to support: <ul style="list-style-type: none"> • Social, emotional and mental health needs in the north of the county 		
North of the county (Lancaster Fylde and Wyre)	Up to 40 place special school provision for 4-11 year olds	Potential to develop an existing site set in a Northerly location.

This short plan is the first step in improving our education for children and young people aged between 0-25 in:

- creating choice
- Improving outcomes
- a consistent and equitable approach

We are passionate and committed to continuously seeking the views of children, young people, parents and carers, as these are the people that are experts in their own lives. Also by involving schools, colleges and other settings we will have the views of those who are best placed to know what is needed and what works well.

Key stakeholders will continue to be involved in the progress of this project and the wider Sufficiency Plan to provide the County Council with a clear picture of what is needed to form the basis in developing the services for the future.

How to Have Your Say on the short plan?

This short plan is a proposal at this stage, partly based on information gathered from the heads of special schools, short stay schools, and Special Educational Resource Facility (SERF) units as well as a wide range of data.

As a local authority we are committed to improving co-production so it is vital we have the views of children, young people and parent carers. As such, we are requesting your feedback on the proposal which can be found by following the link and completing the survey found here [Survey Link](#) This consultation will be open until the 25/04/2018.

Paper copies of this survey are available in different formats upon request.

We will visit Local Parent Carer forums (LPCF) to allow for face to face meetings with some of the project team. Dates and times are set out below.

Contact us

For any enquires regarding the short plan, Sufficiency Plan or the Special Provision Capital Fund, please call **0300 123 6706** or email lancashirelocaloffer@lancashire.gov.uk

EAST LANCASHIRE		
Place	Date	Time
White Ash School, Thwaites Road, Oswaldtwistle BB5 4QG	Friday 16th March	9:45am-11:45am
Maden Centre, Rochdale Road, Bacup, OL13 9NZ	Monday 19th March	1:15pm-2:45pm
Pendle View Primary School, Gibfield Road, Colne BB8 8JT	Thursday 22nd March	1:30pm-3pm
Community Room, Clitheroe Fire Station, Princess Avenue, Clitheroe, BB7 2AL	Thursday 5th April	1pm-3pm
Holly Grove School, Barden Lane, Burnley, BB10 1JD	Monday 16th April	1pm-3pm
NORTH LANCASHIRE		
The Zone Fylde, 6 Chapel Walks, Kirkham, PR4 2TA	Wednesday 21st March	1pm-3pm
Oak Tree Children's Centre, Sydney Street, Lytham St Anne's FY8 1TR	Wednesday 18th April	1pm-3pm
Great Arley School, Holly Road, Thornton Cleveleys FY5 4HH	Wednesday 25th April	9:30am-11:15am
Lancaster White Cross, Training Room (downstairs)	Monday 26 th March	1-3pm
Garstang Library, Windsor Road, Garstang, PR3 1ED	Wednesday 14th March	1:15pm -2:45pm
SOUTH LANCASHIRE		
Chorley Central library, Union street, Chorley PR7 1EB	Thursday 22 nd march	10am-12noon
Sir Tom Finney Community High School, Ribbleton Hall Drive, Preston, PR2 6EE	Tuesday 10th April	10am-12noon
The Grove Neighbourhood centre, Station Approach, Burscough, Ormskirk L40 0RZ	Friday 23 March	1pm-3pm

Education Scrutiny Committee

Meeting to be held on Tuesday, 27 March 2018

Electoral Division affected:
(All Divisions);

Permanent Exclusions from Lancashire Schools

(Appendix 'A' refers)

Contact for further information:

Audrey Swann, Tel: 01772 536108, Head of Education for Looked After Children and Vulnerable Groups.

audrey.swann@lancashire.gov.uk

Executive Summary

This reports provides an overview on the current situation around permanent exclusions in Lancashire.

There is a rising trend in permanent exclusions nationally. In Lancashire the number of permanent exclusions in secondary schools has continued to grow across the county, while the number of permanent exclusions from primary schools across Lancashire reduced in the academic year 2016-17 by 35%. The most likely children and young people to be excluded are those with Special Needs, disadvantaged pupils, Children Looked After and Children in Need, our most vulnerable groups.

Recommendation

The Education Scrutiny Committee is requested to:

- i. Note and comment on the report
- ii. Consider how to promote inclusion within schools in each district of the county and the adoption of strategies to reduce the number of excluded pupils.
- iii. Consider how inclusion support to primary schools can be maintained and developed across the authority.

Background and Advice

Within a national trend of increased exclusions, Lancashire has some of the highest exclusion figures, from both primary and secondary schools. It is important to note that in some local authorities the statistics may 'mask' the number of exclusions, due to practices that within Lancashire are challenged, i.e. taking pupils off roll and placing in alternative provision without exclusion - which is an illegal or grey exclusion.

Summary: Lancashire

Academic Year	Primary exclusions	Secondary exclusions	All (including special schools)
2014-15	52	192	250
2015-16	78	222	305
2016-17 (unvalidated)	49	297	346

Nationally, and in Lancashire, pupils most likely to be excluded are those from vulnerable groups such as SEN, Pupil Premium, Children in Need, Children looked after.

There are a number of factors that are believed to impact on the growing number of exclusions:

- Changes to attainment/assessment measures in primary and secondary phases. Pupils who struggle to meet new national expectations can have a significant impact on whole school results and Ofsted judgements.
- Pressures on school funding are impacting on a school's capability to fund support staff, alternative provision, and additional resources.
- An increase in children and young people who experience trauma, separation and other negative experiences that impact on emotional well-being, mental health and behaviour.
- Financial pressures on support services and NHS can impact on the level and timeliness of support available to schools and families.

Impact of exclusion on a pupil:

- Significant period in alternative provision, and disruption to their education.
- Educational outcomes for pupils who have been permanently excluded are generally poor.
- Excluded pupils are more likely to become NEET (not in education, employment or training) and to become involved in criminal activity.

Impact on LA of high exclusions:

- Pressure on alternative provision (Pupil Referral Units) places and capacity.
- Pressure on High Needs School Block.
- Risk to LA Ofsted judgements.

Current Strategies and Impact

Primary

Primary Advice and Support Service (PASS) was launched in June 2016. This is funded by High Needs School Block. Staged support is available to all primary schools.

Impact: Reduction in primary exclusions by 30%.

West Lancashire Primary Inclusion Model

This was launched in September 2016. This is funded by High Needs School Block.

Impact: Zero primary exclusions in West Lancs District.

The planned strategy was to replicate the inclusion model across the county. However this is now at risk due to pressure on School Funding.

Secondary

Work has been carried out to gather views of alternative providers and main stream schools in each area on the current provision, identifying strengths and gaps in provision.

Pilots

There is a need for earlier intervention identified at Key Stage 3, and tracking from Key Stage 2. A pilot programme is being implemented in Fylde and Wyre, in a partnership between the area PRU and mainstream schools.

Identifying Successful Reintegration

Education Psychologists are working with a group of 20 intervention pupils in secondary PRU in the east of the county to identify strategies to improve successful reintegration into their mainstream school.

Next Steps

A task group meeting has been set up, involving Schools Finance, Alternative Provision, School Improvement, schools and SEND to further develop county strategy.

Lancashire's Alternative Provision lead officer is currently a member of an Advisory Group contributing to a project led by the Office of Social Justice, on exclusion and Elective Home Education. This will lead to policy recommendations to the government. Lancashire are also contributing to a review of Alternative Provision being carried out nationally. This includes response to an on line questionnaire, telephone interview and possible visit to the authority.

Alternative Provision is part of the SEND Sufficiency and Suitability Project.

The Education Scrutiny Committee is requested to note and comment on the report, consider how to promote inclusion within schools in each district of the county and the adoption of strategies to reduce the number of excluded pupils and consider how inclusion support to primary schools can be maintained and developed across the authority.

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

Legal

Failure of the LA to comply with statutory duty to provide suitable education to children who have been permanently excluded.

Equality and Cohesion

Impact on the quality of education and outcomes for excluded children who often come from the most vulnerable and disadvantaged groups.

Financial

The High Needs block of the Dedicated Schools Grant is currently under significant pressure, this includes expenditure on Alternative Provision presented within this report. The LA is currently working with schools across all phases to review models of service provision to ensure that services continue to impact on the number of permanent exclusions whilst remaining within available budgets.

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

Appendix A

Education Scrutiny Report on Lancashire Permanent Exclusions: Additional Data

Primary Permanent Exclusions by District and Academic Year

District	2014-15	2015-16	2016-17	Autumn 2017	No of schools	Number of pupils
1 Lancaster	2	4	0	1	52	10406
2 Wyre	3	1	2	0	42	7322
4 Fylde	2	2	0	1	25	4980
6 Preston	11	14	12	5	54	11968
7 South Ribble	5	9	8	2	39	8492
8 West Lanc	5	3	0	0	56	8747
9 Chorley	5	10	3	1	50	9471
11 Hyndburn and Ribble Valley	6	14	8	2	67	12,294
12 Burnley	6	7	10	3	30	8074
13 Pendle	1	9	3	2	37	8599
14 Rossendale	1	3	3	2	31	6193
Totals	47	76	49	19		

Secondary Permanent Exclusions by District and Academic Year.

District	2014-15	2015-16	2016-17	Autumn 2017	No of schools	Number of pupils
1 Lancaster	13	18	41	13	8	6366
2 Wyre	13	20	25	9	7	5782
4 Fylde	10	10	11	8	3	3205
6 Preston	29	44	52	22	10	6128
7. South Ribble	17	18	23	14	11	7225
8 West Lancs	11	32	22	9	8	5439
9 Chorley	16	12	11	4	6	5308
11 Hyndburn and Ribble Valley	16	26	42	13	12	9020
12 Burnley	18	26	30	13	8	4619
13 Pendle	14	16	24	14	6	4615
14 Rossendale	16	8	18	11	6	4271
Totals	173	230	299	130		

CLA and SEN Exclusion Data by Academic Year.

Academic Year	SEN exclusions primary	SEN exclusions secondary	CLA exclusions Primary	CLA exclusions secondary
2014-2015	1	6	1	9
2015-2016	0	8	1	7
2016-2017	0	5	2	19
Autumn term 2017	1	3	2	4

NB: CLA pupils are not all children to care to Lancashire.

SEN pupils - those with a statement or Education Health and Care Plan.

Education Scrutiny Committee

Meeting to be held on Tuesday, 27 March 2018

Electoral Division affected:
(All Divisions);

Personal Education Plans for Lancashire Children Looked After

(Appendix 'A' refers)

Contact for further information:

Audrey Swann, Tel: 01772 536108, Head of Education for CLA and Vulnerable Pupils.

audrey.swann@lancashire.gov.uk

Executive Summary

This report provides an overview of the current position around Personal Education Plans for Lancashire children looked after.

The number of looked after children (CLA) in Lancashire who have an up to date Personal Education Plan (PEP), including those in their early years and post 16, has increased. A review of the PEP template has made it more fit for purpose and the quality of PEPs has improved.

Recommendation

The Education Scrutiny Committee is recommended to:

- i. Note and comment on the report
- ii. Discuss and consider the ongoing monitoring of the number of CLA in each districts that have an up to date PEP

Background and Advice

All CLA from nursery age to 18, in education or training with education, require a Personal Education Plan. It needs to be reviewed once each term as a minimum. It is the joint responsibility of Children's Social Care (Social Worker) and the school/education provider (Designated Teacher/Person).

In Sept 2015 Ofsted expressed the following concerns regarding PEPs:

- **Number of essential elements missing or not adequately covered in the PEP template**

Current position

A review of the template was made with additional sections added to increase pupil voice, use of funding (Pupil Premium Grant+), career advice and information and a rag rated progress check. In addition, sections were created for primary, secondary and post 16 to promote more specific target setting, strategies and predicted outcomes for each pupil.

- **Unsatisfactory percentage of CLA with a PEP and very low number of early year pupils (nursery) and post 16 CLA who had a PEP**

Current Position

March 2018: CLA with PEP - 92.7%

CLA with current up to date PEP - 70.2%: this will be a higher percentage but affected by a time lag of putting most recent PEP on the LCS system.

There is a significant increase in number of post 16 (year 12 and 13) CLA/Care Leavers with a PEP.

Year group	Autumn 15	Spring 2017	Summer 2018
12 with PEP	16%	30%	51.9%
13 with PEP	9%	19.1%	55.5%

The Virtual School has appointed a member of staff to lead on post 16 and strengthen working partnerships with Children's Social Care and education and training providers i.e. colleges to support the quality of PEPs for this age group. The merger of the Employment Support Team with the Virtual School for CLA has also increased the support to both the young people and their Social Workers/Leaving Care Workers (Personal Advisors) in respect of career advice and support into employment.

A bespoke nursery age PEP has been agreed and being piloted this term.

- **Quality of planning for education (PEPs) required improvement**

Current Position

The Virtual School read and grade each PEP (a PEP requires review each term-Lancashire now comply with this). Key factors are pupil voice, meaningful targets (realistic but with challenge), evidence of effective strategies and impact, planned use of funding (Pupil Premium Grant+) and its impact.

PEPs are graded as outstanding, good, or needs some improvement. In the autumn term 2017, 89.6% of PEPs were graded good or better (in autumn 2015 this was 63.5%).

A PEP that fails to reach any of the standard grades is returned to the author for amending and re submission. Pupil Premium Grant allocations are made on receipt of a 'good enough' PEP.

Feedback on how a PEP can be improved is given to the Designated Teacher/Person each term.

Guidance on a good quality PEP is provided by our Guide to Schools and through training for Designated Teachers in which we include moderation of sample PEPs. We have recently set up a network meeting for the designated person in Further Education Colleges to meet with the Virtual School on how to improve experience and outcomes for CLA/Care Leavers in Further Education.

The Education Scrutiny Committee is requested to note and comment on the report and to consider the ongoing monitoring of the number of CLA in each districts that have an up to date PEP.

Consultations

N/A

Implications:

This item has the following implications, as indicated:

Risk management

Legal

The failure to ensure each CLA has a good quality, up to date PEP risks the local authority failing to meet its statutory duty and consequent impact on Ofsted judgements.

Equality and Cohesion

Potential impact on a pupil/young person through inadequate planning of education, lack of aspirations and poorer outcomes.

Local Government (Access to Information) Act 1985

List of Background Papers

Paper	Date	Contact/Directorate/Tel
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N/A

Reason for inclusion in Part II, if appropriate

N/A

Personal Education Plans Report to Education Scrutiny: Supporting Data

March 2018 PEP completion data- by district

District	Number of CLA	No PEP		PEP not up-to-date	
Lancaster	122	1	0.8 %	8	6.6 %
Fylde & Wyre	122	19	15.6 %	53	43.4 %
Preston	227	19	8.4 %	52	22.9 %
Chorley & S Ribble	195	20	10.3 %	55	28.2 %
West Lancs	94	0	0.0 %	5	5.3 %
Burnley	188	13	6.9 %	86	45.7 %
Pendle	179	8	4.5 %	48	26.8 %
Rossendale	84	11	13.1 %	55	65.5 %
Hyndburn & Ribble Valley	188	10	5.3 %	65	34.6 %
QAP (Quality Assured Projects)	14	6	42.9 %	8	57.1 %
Central	4	1	25.0 %	1	25.0 %
Adoption & Fostering	9	0	0.0 %	0	0.0 %
Contact Centre	11	0	0.0 %	0	0.0 %
SEND	38	0	0.0 %	4	10.5 %
YOT	1	0	0.0 %	0	0.0 %
Total	1476	108	7.3 %	440	29.8 %

Quality of Personal Education Plans:

Term	Outstanding	Good	Needs Improvement	To be re submitted	Total Good and better
Spring 2016		38.5%	41.6%	9.8%	48.6%
Summer 2016	35%	36.1%	26.1%	2.8%	71.7%
Autumn 2016	43.1%	34.4%	22.2%	0.3%	77.5%
Spring 2017	42.2%	42.7%	14.4%	0.7%	84.9%
Summer 2017	71.2%	20.2%	7.8%	0.8%	91.4%
Autumn 2017	66.9%	22.7%	8.8%	1.6%	89.6%

Education Scrutiny Committee

Meeting to be held on Tuesday, 27 March 2018

Electoral Division affected:
(All Divisions);

Education Scrutiny Committee Work Plan 2017/18

(Appendices 'A and B' refer)

Contact for further information:

Samantha Parker, Tel: 01772538221, Senior Democratic Services Officer,

sam.parker@lancashire.gov.uk

Executive Summary

The Plan at Appendix 'A' is the work plan for the Education Scrutiny Committee for the 2017/18 municipal year.

The topics included were identified at the work planning workshop held on 21 June 2017.

Recommendation

The Education Scrutiny Committee is asked to:

- i. Note and comment on the report;
- ii. Confirm and identify information required for each topic to be considered at the next scheduled meeting of the committee in June 2018

Background and Advice

A statement of the work to be undertaken and considered by the Education Scrutiny Committee for the remainder of the 2017/18 municipal year is set out at Appendix A. The work plan is presented to each meeting for information.

The Committee is asked to confirm the topic(s) to be considered at the next scheduled meeting on 25 June 2018. The Committee is also asked to make suggestions on the information they would like to receive as part of the report.

In addition, the Committee is requested to note the work plan included for the Children's Services Scrutiny Committee (as attached as Appendix B).

Consultations

NA

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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NA

Reason for inclusion in Part II, if appropriate

NA

Education Scrutiny – Work plan 2017/18

Date to Committee	Report	Lead Officers	Outline reasons for scrutiny/scrutiny method
26 September 2017	Implementation of the School Places Provision Strategy (Basic Need funding and S106 funding)	Mel Ormesher	Overview and update on basic need funding and the allocation of S106 funding
	Summer Born Policy	Debbie Ormerod	Overview on the Policy and Implementation of deferred/delayed places
	School Admissions Appeals	Angela Esslinger and Debbie Ormerod	Report on the effectiveness of the service for parents and schools
28 November 2017	Foundation Stage Standards and level of progress through each Key Stage	Steve Belbin	Tracking progression of pupil attainment through the key stages
	GCSE Performance	Steve Belbin	Data report
	LAC Attainment	Audrey Swann	Narrowing the gap of attainment
	Elective Home Education	Frances Molloy	Overview report on the service, attainment and take up
27 March 2018	Personal Education Plans	Audrey Swann	Overview of the process, how they are being progressed and risk management
	School Improvements Report	Steve Belbin	Rise in permanent exclusions (including SEND)
	Alternative Provision	David Graham	Suitability and sustainability audit Draft consultation

Education Scrutiny – Work plan 2017/18

Date to Committee	Report	Lead Officers	Outline reasons for scrutiny/scrutiny method
11 April 2018 (joint meeting with Children' Services)	SEND Ofsted review report update	David Graham	Progress update with timelines following joint local area review outcome

Potential topics for the Committee:

- TA to teacher career path initiatives
- School attendance – missing from home and education
- SEND Transport Policy 2013/14 – David Graham – **provisional date June 2018**
- Pupil tracking from primary to secondary faith schools (request from CC Hasina Khan)
- Summer Born Policy
- Nursery Funding Provision – **June 2018**

Task Group Work

Task Group	Update
Supporting Pupils in School with Medical Conditions	Task group in progress with draft report due to be presented to the Children's Services Scrutiny Committee in May

Children's Services Scrutiny Committee – Work Plan 2017/18

Date to Committee	Report	Lead Officers	Outline reasons for scrutiny/scrutiny method
26 July 2017	Wellbeing, Prevention and Early Help Service (WPEHs) – Overview	Debbie Duffell	Overview of WPEHs offers in particular – the early offer and universal services accessibility - identification of any gaps in provision around the Continuum of Need, CAF, children's centres, partnership and integrated working challenges, CAMHS, MASH
6 September 2017	New SEND Pathway	David Graham	Overview of changes /referral process/journey of a child/case studies/transition timescales and managing parents expectations
	Medicine management in schools	David Graham	Reviewing the impact of withdrawing School nurses from special schools
	Ofsted feedback	Amanda Hatton	Following monitoring visit in July
18 October 2017	Homelessness of young people	Tracy Poole-Nandy	District level data – who do we pay? Who do we work with? What's the accommodation offer? And links with CAMHS
	Tracking of Care Leavers	Audrey Swann	Overview of new process
	Youth Accommodation for LAC	Tracy Poole-Nandy	Care leavers and accommodation issues – what's the offer? Is it up to standard?
6 December 2017	Children in secure accommodation – out of area	Sally Allen	Exit strategies and update on Audit exercise National picture – placing child nearer to families

Children's Services Scrutiny Committee – Work Plan 2017/18

Date to Committee	Report	Lead Officers	Outline reasons for scrutiny/scrutiny method
	Children's social worker recruitment and retention challenges (strategy and support)	Amanda Hatton/Tracy Poole-Nandy	Update on the ongoing challenges
	Buildings and accommodation for social workers	Tracy Poole-Nandy	Overcrowding, access to IT equipment and lack of desk space for social workers
31 January 2018	SEND Ofsted Report	David Graham/Amanda Hatton	Update following joint local area SEND inspection in Lancashire
	Budget proposals	Neil Kissock	Budget Proposals from Susie Charles – Cabinet Member for Children, Young People and Schools
14 March 2018	Recent Children's Services reviews	John Readman	Update on recent reviews undertaken, outcomes from the reviews and impact on services: LGA Peer Review Ofsted monitoring visit DfE 6 month review
	Forced Marriage	Vicky Gent	Further understanding of the issue in Lancashire

Children's Services Scrutiny Committee – Work Plan 2017/18

Date to Committee	Report	Lead Officers	Outline reasons for scrutiny/scrutiny method
11 April 2018 (joint meeting with Education Scrutiny Committee)	SEND Ofsted review report update	David Graham	Progress update with timelines following joint local area review outcome
22 May 2018	Domestic Abuse	TBC	From LSCB annual report
	Children and Family Wellbeing Service (formerly Wellbeing, Prevention and Early Help)	Debbie Duffell	Update on service provision including the Troubled Families Initiative agreed as at meeting in July 2017
	Supporting pupils at school with medical conditions	CC Ian Brown	Draft report to the committee from the task group

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Potential topics for the Committee:

- Recruitment and retention of social workers – update from December meeting – to be scheduled for July 2018
- New models of delivery (overspend on children's social care) – Amanda Hatton/Neil Kissock - in response to overspend on Children's Services
- Consultation responses outcome from SCAYT+, YOT and Child and Family Wellbeing Service
- Children's Partnership Board Review – to be scheduled for July 2018

Task Group Work

Task Group	Update
Supporting Pupils in School with Medical Conditions	Task group in progress with draft report due to be presented to the committee at the May meeting

