

# **BIRMINGHAM CITY COUNCIL**

## **EDUCATION AND CHILDREN'S SOCIAL CARE OVERVIEW AND SCRUTINY COMMITTEE**

**WEDNESDAY, 21 JULY 2021 AT 10:00 HOURS**  
**IN ON-LINE INFORMAL MEETING, [VENUE ADDRESS]**

### **A G E N D A**

**1     NOTICE OF RECORDING/WEBCAST**

The Chair to advise/meeting to note that this meeting will be webcast for live or subsequent broadcast via the Council's meeting You Tube site ([www.youtube.com/channel/UCT2kT7ZRPFCXq6\\_5dnVnYlw](http://www.youtube.com/channel/UCT2kT7ZRPFCXq6_5dnVnYlw)) and that members of the press/public may record and take photographs except where there are confidential or exempt items.

**2     APOLOGIES**

To receive any apologies.

**3     DECLARATIONS OF INTERESTS**

Members are reminded that they must declare all relevant pecuniary and non pecuniary interests arising from any business to be discussed at this meeting. If a disclosable pecuniary interest is declared a Member must not speak or take part in that agenda item. Any declarations will be recorded in the minutes of the meeting.

**1 - 14**

**4     CABINET MEMBER FOR CHILDREN'S WELLBEING (10.05 – 10.45)**

Councillor Kate Booth, Cabinet Member for Children's Wellbeing in attendance.

**15 - 26**

**5     SEND UPDATE (10.45 – 11.25)**

Kevin Crompton, Interim Director, Education & Skills / Director of Children Services (DCS) in attendance.

**27 - 30**

**6     HUNTERS HILL COLLEGE UPDATE (11.25 – 11:40)**

Councillor Jayne Francis, Cabinet Member for Education, Skills and Culture, Councillor Kate Booth, Cabinet Member for Children's Wellbeing, and Jaswinder Didially, Head of Service, Education and Skills in attendance.

**31 - 54**

7     **CABINET MEMBER FOR EDUCATION, SKILLS & CULTURE (11.40 – 12.20)**

Councillor Jayne Francis, Cabinet Member for Education, Skills and Culture, Lisa Fraser, AD, Education and Early Years, Ilgun Yusuf, Acting AD, Skills and Employability and Alan Michell, Head of School Admissions and Fair Access in attendance.

**55 - 60**

8     **WORK PROGRAMME**

For discussion.

9     **DATE OF THE NEXT MEETING**

The next meeting is scheduled on Wednesday, 01 September 2021 at 1000 hours.

10    **OTHER URGENT BUSINESS**

To consider any items of business by reason of special circumstances (to be specified) that in the opinion of the Chair are matters of urgency.

**Education and Children's Social Care Overview and Scrutiny Committee**  
**Portfolio Update**  
**21 July 2021**

**Purpose**

The purpose of this report is to update the Overview and Scrutiny Committee on the following areas of Children's Wellbeing portfolio including:

- Early Years
- Hunters Hill update
- An update on the SEND Local Area Revisit and progress that has been made since this concluded.
- SEND and EHCPs including the health aspect

**Early Years Wellbeing**

Work is currently underway to update on the work being undertaken to support the development of the integrated early years checks (healthy child and EYFS progress checks) for children at age two, working with Birmingham Forward Steps as part of the Early Years Health and Wellbeing contract.

A task and finish group has been established to co-design a solution to ensure greater integration between the Health professionals undertaking the mandated reviews and the early years providers where children are attending.

The work to be progressed includes:

- Work in aligning system working within the following professions – Health Visitor, Early Years Worker, Family Support Worker and Childcare provider.
- Two-year-old health checks and the Early Year family service progress review and identify the overlap.
- Quality Assurance to be included as part of the framework.

**Hunters Hill Update**

- Hunters Hill College will close to pupils at the end of the current 2020/2021 academic year
- SENAR has been working with Hunters Hill leadership and staff to facilitate interim placements in appropriate settings for all pupils remaining on roll. Most of those interim placements for pupils in years 8 to 10 have, or will, become permanent by July 2021, while placements from September 2021 for the year 11 cohort continue to be identified via the Post 16 transitions process

**Placement Update**

- Numbers on roll have reduced from 84 in January 2021 to 38 as a result of 46 permanent placements having since been agreed and finalised.
- In addition, a further 8 permanent placements have been agreed with families and schools and EHCPs are in the process of being amended to reflect these.
- As a result, the number of pupils remaining on the Hunters Hill roll will shortly reduce to 30. two of these are Outside Local Authority.

- Of the remaining Birmingham pupils, 22 are currently in year 11, and those pupils will stay on roll at the school until the end of the academic year pending transition to their Post 16 placements from September.
- Six pupils remain in Years 9 (2) and 10 (4) for whom ongoing casework is being carried out to resolve permanent placements
- Attendance in respect of interim placements is being monitored daily
- For those pupils who are not attending an interim placement/receiving home tuition, a remote learning offer is in place via provision of appropriately tailored individual work packs.

### **The SEND Local Area Revisit and Progress since 2018**

A SEND local area revisit took place from 24<sup>th</sup> to 27<sup>th</sup> of May, to review the progress we have made against our Written Statement of Action (WSOA) since its publication in January 2019.

The purpose of the revisit was to determine whether the local area has made sufficient progress in addressing the 13 areas of significant weakness detailed in the Written Statement of Action (WSOA) and to demonstrate that the Local Area, during the COVID19 response, has:

- understood the experience and needs of children and young people with SEND, and their families, during the pandemic;
- involved children and young people with SEND and their families in co- producing decisions about how best to support them;
- worked collaboratively to prioritise, adapt and provide the services and support that children and young people with SEND and their families need.

### **Self-Assessment**

In advance of the revisit, a self-assessment was produced, which concluded that though progress had been made in some areas, it was not possible to demonstrate impact in all thirteen areas. The impact of COVID on Birmingham was significant. The COVID pandemic has galvanised partnership working across the Partnership and SEND has benefitted from this strengthened partnership. However, progress was interrupted during this period.

The Self-Assessment recognised that a great deal of activity had taken place, as outlined below:

### **Responding to the WSOA:**

- The SEND Strategy was published in 2019.
- Sufficiency reviews carried across education, health and social care
- Focused support on inter-agency working and quality of EHCPs.
- The Transitions Strategy was agreed to ensure well-managed transitions from Children's to Adult's services.
- The Joint Commissioning Framework was created, which was a steppingstone for Section 75 Agreement work.
- Established a Youth Forum.
- Conducted parent carer surveys and engaged with parent carers through various means (e.g. Health SEND PCF, Be Empowered Workshops, Link Advisers, SENDIASS, training, etc.).
- Redesigned and improved the Local Offer website.

- Delegated £7m from High Needs Block to Direct Local Provision school led project to improve the outcomes for SEND across partnerships of secondary and primary mainstream schools.
- introduced Pupil Referral Unit and Local Authority Link meetings to develop bi-directional dialogue between City of Birmingham School (main tier 2 graduated response capacity) in order to inform future SEMH strategy and improve current graduated response.
- Established integrated transitions team with over £1m investment that holds employments as a core priority.

#### During COVID19 pandemic:

- A COVID response Early help offer was established across 10 localities, in partnership with the Birmingham Voluntary community Sector, with over 14,000 children and families receiving vital subsistence and help.
- A £1m resilience fund was established to support families in hardship.
- A £70,000 community grant scheme established supporting 162 community organisations with their local responses to need.

#### Challenges:

However, the self-assessment also recognised that:

- The experience of our children and young people with SEND and their families is not yet good enough for all children.
- Structural and process changes are underway in SENAR to address the entrenched weak performance, including building a Locality Model but these are not yet fully embedded and will take time to improve the experiences of all children, families and schools moving through the system.
- Processes for quality assuring EHCPs are evolving, but improvements are recent, and impact is yet to be fully realised.
- The way that we are managing and using data is not sufficiently robust and needs to be strengthened.
- Sharing and using data across partners needs further development.
- We have invested in our therapies provision but waiting times to access therapies (speech and language, physiotherapy, occupational therapy and neurodevelopmental services) are still too long.
- Parent Carer Forum tells us that because they have experienced poor performance over many years, and trust in embedding improvements is low.
- The SEND Strategy is not sufficiently well-understood and embedded across the city.
- Senior Leadership within this area has been subject to churn since the last inspection. This has meant that vital time has been lost, especially immediately after the Written Statement of Action was signed off.

#### **Outcome of SEND Revisit**

The letter outlining the findings of the inspection team will be published in the week of 12 July. The inspection team noted that the self-assessment was accurate. A full update on the outcome of the inspection revisit will be circulated in advance of the meeting on 21 July 2021.

## Next Steps

In advance of the publication of the letter, steps have already been taken to improve services:

- A SEND Improvement Programme Manager has been recruited
- The SENAR Restructure has been paused and steps are being taken to improve the service performance in the short term
- The SEND Improvement Board is working on a relaunch of the SEND Improvement Programme that places children and families at the heart and is built around the principles of co-production

## Education and Health Care Plans Update

SENAR currently maintains approximately **10,600** EHCPs – There has been a steady rise in the number of EHCPs maintained by Birmingham. This increase in numbers is not unique to Birmingham and is reflected in the national picture.

EHCPs Maintained	2015	2016	2017	2018	2019	2020	Growth
<b>Birmingham</b>	7,294	7,427	7,612	9,023	9,437	9,169	20%
<b>Leeds</b>	2,160	2,287	2,873	3,353	3,836	4,339	50%
<b>Liverpool</b>	1,520	1,703	2,006	2,282	2,608	2,884	47%
<b>Manchester</b>	2,319	2,599	3,214	3,676	4,163	4,667	50%
<b>Newcastle upon Tyne</b>	916	1,059	1,292	1,370	1,490	1,701	56%
<b>Sheffield</b>	2072	2203	2475	2861	3201	3252	36%

This increase in numbers of EHCPs is due in large part to the extension of the age range they support from 2-19 to 0-25 introduced by the Children and Families Act 2014 and SEND Code of Practice 2015. Previously SENAR would expect around 600 statements per year to lapse at age 19 but the majority of these CYP are now continuing in education.

## Statutory Assessments

The number of requests has dropped in the last financial year, which is likely due to the COVID pandemic and schools being closed or dealing with different pressures, however, the proportion of requests for assessments agreed has increased from 69% to 83%.

Year	Finals Issued	Agreed to Assess	Requests Received	Parental Referral	School Referral
2018/19	890	1049	1517	38%	48%
2019/20	912	1081	1583	49%	40%
2020/21	906	1161	1391	51%	40%

The percentage of requests received has always historically been highest from schools, however, the proportion of requests being received currently is highest from parents. There has also been a recent communication from the DfE stating that nationally there has been an increase in requests for CYP presenting with Social, Emotional and Mental Health Needs which would tie in with an increase in parental requests as a result of the impact of national lockdowns.

There are currently 656 statutory assessments in the process of being undertaken, with 43 being outside of the 20-week timescales. This is in comparison with 162 assessments being over 20 weeks in May 2021. 31 of those 43 families have received a draft plan and the assessment will be finalised after the required 15-day period.

There has been significant work undertaken to bring this number down and to improve performance. As outlined above, however, due to the volume of requests being agreed, there has been significant pressure on partners, to provide information within six weeks, leading to delays.

<b>2021/21</b>	<b>New Plans Issued</b>	<b>% issued in less than 20 Weeks excluding exemptions</b>
September	46	61.5%
October	32	28.6%
November	59	3.8%
December	44	33.3%
January	41	18.8%
February	69	35.1%
March	128	37.7%
April	137	73.4%
May	172	50.0%
June	142	62.1%

There have been some ongoing delays in receiving advice and information back from Health colleagues to inform statutory assessments. Work is required to address this issue and ensure that advices received from all partners are of the necessary quality.

We continue to endeavour to find a placement for all children/young person as quickly as possible. Strategic work regarding the sufficiency of high need placements for children with complex SEN is ongoing in order to reduce the amount of EHC plans that are finalised by type each month and to ensure that children receive appropriate provision.

### **Annual Reviews**

There is currently a backlog of reviews that have yet to be fully completed, families are either awaiting a review decision or awaiting a final plan following that decision. Additional agency staff have been recruited to work both on the backlog and on the new annual review reports being received from schools.

### **Specialist Provision in Birmingham**

There is significant pressure for changes of placement from mainstream schools to Resource Bases or Special Schools, notwithstanding an increasing number of commissioned places in special schools each year (see below):

14/15 3781  
15/16 3905  
16/17 4111

17/18 4250  
18/19 4413  
19/20 4538  
20/21 4509 (Lower number reflects reduction due to closure of Hunters Hill College)

There are 129 children and young people who are currently awaiting a special school placement while on roll at another setting. Further work is being undertaken to ensure the currency and accuracy of this figure.

There are a further 115 CYP who are currently out of school and the vast majority are awaiting a placement at a special school (29 of these have a confirmed placement for September 2021). There are interim education offers in place for those currently out of school as well as a Home Bridging Worker to support the family and CYP until they have transitioned into a new setting.

### **Transitions**

#### **Secondary Transfer 2021 – 634 pupils**

- 342 children have confirmed placements with an amended final plan issued
- A further 233 children have identified placements and are currently having their final plans issued by the reviews team.
- There are 30 children where placements have been identified and these are being confirmed with the schools.
- 29 pupils remain that are yet to receive confirmed placements for September 2021
- Consultation responses are awaited for the remainder and officers are pursuing each individual case with the relevant setting

#### **Reception Transfer 2021**

The children who had an EHCP at 15 February 2021 requiring a reception place for September 2021 all have confirmed placements for September 2021.

#### **Post 16 Transfer 2021**

1636 out of 1734 young people received decisions by 31<sup>st</sup> March 2021.

### **Resolution and Complaints**

Themes from complaints continue to centre on:

1. Lack of school placement for a CYP and failure to provide educational provision as set out in Section F of EHCPs.
2. Failure to respond to an Annual Review within the statutory timeframe
3. Lack of communication (no phone numbers)

We are seeing an increase in the request for Stage 2 escalation (as a precursor to a potential LGSCO complaint which can lead to a financial remedy being recommended for any injustice or delay). Given that there has been a publicised decision in relation to Home to School Transport in BCC recently this trend is likely to continue.



There is a challenge around identifying the link professional/advisor for the children who are in specialist settings, in other Local Authorities or in ISPs, as this model does not readily follow through from mainstream provision. This can cause delays in providing a response.

### **Tribunals**

The number of tribunals that are currently 'live' and not yet resolved is 108; 15 were registered in 2020 and 93 in 2021. 86 involve a Section I appeal (placement).

The number of SENDIST Appeals registered per calendar year is as follows:

2018 – 265

2019 – 279

2020 – 268

2021 – 117 to date

Due to the tribunal timeline, cases that have been registered since mid-April now have hearing dates from September onwards, which means that in cases where there is a Section I appeal, parents may choose not send their child to the school named in the plan and continue to appeal for their preferred placement. If the LA opposes such an appeal, the provision named in Section I remains available until the Tribunal makes a decision.

The tribunal numbers and delays are causing some parents to approach their MPs and Councillors in respect of requests for an earlier hearing or other intervention. Parents bring the appeal as they disagree with a decision the LA has made and, once it is lodged, a legal process starts that must be followed. The Tribunal Officers continue to work with families to bring about an early resolution where possible.

### **SENAR Restructure**

As a result of the outcome of the Local Area SEND Revisit, a decision has been taken to pause the planned restructure of the SENAR service whilst steps are taken to ensure that the planned structure is the right way to address the significant areas of concern identified. Officers are currently working on a revised timescale and plan for this restructure that will be shared with staff and stakeholders shortly.

The main aim of any changes to the service will be to ensure that caseloads are manageable, and staff are able to deal with EHCP requests and Annual Reviews in a timely fashion and that parents and schools will be provided with a high quality and responsive service.

### **Home to School Transport**

Our Home to School Transport service has been on a significant improvement journey over the past 9 months.

There is a need to acknowledge and thank our Parent Carer Forum and all our parents and carers and families that have been in touch and participated in engagement sessions to set out issues and what they would like, helping the service to shape improvements. We have made significant investment over the past 9 months to improve our home to school transport service we still have a way to go but we are on a journey.

Some key areas of activity include:

- Safeguarding all our safeguarding cases are monitored through weekly situation reports for resolution in a timely manner. Furthermore, a Safeguarding Project has been established within the HTS to establish robust business processes and a policy relating to child safeguarding within Birmingham City Council's Home to School Transport Service. There is also a further HTS Safeguarding Stocktake meeting that runs every 6 weeks to bring together key contacts across the wider organisation, to review and assure progress against this activity.
- Routes performance, routes are monitored daily through a triangulation of parent/carers, school and operator feedback. This has led to between 99 and 100% of routes being successfully delivered since 8<sup>th</sup> March 2021. Routes are also monitored for timeliness – routes operating more than ten minutes after the target arrival time are recorded as 'late'. In excess of 99% of routes were operated to time during the months of April, May, and June.
- Safety, our Compliance team was established in Autumn 2020 has now been enhanced with Contract Managers who have started in post to further improve safety and performance of routes.
- Training, to date 247 of our Guides (just under half of the total) are now trained in all modules of the Passenger Assistant Training Scheme (PATS) trained. The team is aiming to train all available guides in the foundation stage in advance of September. We are aiming for all our BCC Guides to have been trained in the foundation stage ready for September.
- Market engagement has been key, and our Home to School Transport and Commissioning teams undertook ongoing engagement with the market prior to tendering NEAT routes for September start, to be clear on expectations of our operators. The retendering of routes concluded with the successful award of contract in June as planned. A further webinar was offered to operators in late June to discuss additional contingency routes the council will be tendering for, and this was well attended.
- New routes tendered for September were evaluated with the support of a representative of our special schools.
- A Mobilisation team has been established to oversee the successful mobilisation of all routes for September, managing the critical path to successful delivery of these routes with in-depth indicators around operators' communication with schools and families, operational readiness in relation to vehicles and staff and safeguarding/regulatory requirements.
- The Clean Air Zone will be positive in terms of health benefits for the children of the city. Home to School Transport are working with the CAZ team, schools and families to capture any impact on journey times during the rollout and over September when traffic volumes traditionally increase. Since the commencement of the CAZ there has been no identified impact on journey times but this will be continually monitored as we anticipate increased traffic volumes at the start of September as per normal 'back to school' traffic fluctuations, and the anticipated relaxing of Covid-restrictions may see increased commuters returning to their normal places of work. The council has taken a decision to route journeys internally, so we have more control over ensuring that journey times meet the statutory guidance and pupils' needs. Previously all routing has been carried out by transport operators.
- The pilot of the 365 scheme is continuing with all operators mandated to sign up to use the system and specifically the BCC instance. Launch is planned to be phased once full

testing is completed and signed off successfully. This is likely to be around Autumn 2021 onwards.

- FAQ's for families have been compiled from feedback from families, our PCF and SENDIASS colleagues. This is due to be launched on our Local Offer page, following review by Legal and is a great example of the co-production which we look forward to continuing
- A monthly Task and Finish Group chaired by the Leader of the Council has also been established, which brings together key stakeholders including parent and school representatives and SENDIASS to discuss progress in an open forum. Performance data is reviewed, and attendees hold Officers to account for progress against key actions and are offered the chance to shape work as it is developed, e.g., this group contributed to the newly developed FAQ document that was due to be published at the end of May, and a final review by Legal is due to conclude soon. A document encapsulating Vision and Strategic Priorities for the Service have also been discussed and agreed by this group. The public meeting of this forum has been scheduled on 21<sup>st</sup> July.

### **Key Performance Indicators (KPIs)**

Performance data has been improved and KPIs are measured, monitored and managed weekly by the Head of Service. KPIs are also reported weekly to the Assistant Director, Inclusion, SEND and Wellbeing through a SitRep Report. In addition, performance in delivering core KPIs is reported to the monthly Leaders Home to School Task and Finish Group where robust conversations about progress against KPIs are held.

### **Service Improvement Plan Priorities**

A Service Improvement Plan was put in place to continue the service's improvement journey once the Immediate Fixes Plan had been delivered. Performance in delivering the plan is monitored at monthly Management Team meetings, in supervision and performance reviews that are regularly held with staff, and at Home to School Project Board meetings, where the improvement impacts upon project deliverables. An update is provided below on progress in delivering improvements in:

- Communication
- Safety
- Safeguarding Risk
- Reliability – impact on parents, families and schools
- Policy, Assessments and Appeals
- Parent Carer Forum, Parent Engagement and Co-Production
- Integrated Passenger Transport Unit
- Project Oversight and Planning

### **Communication**

Communication has been raised continually as a major issue, parents repeatedly raised the frustration they experienced on an ongoing basis in contacting the service including phones and emails not being answered. This is obviously especially stressful for parents who need to be assured of their child's safety at all times.

The Service has identified improving communication as a key priority and Managers are working with all members of staff to embed an open and responsive culture.

Responsiveness is monitored on a regular basis, with weekly meetings held where performance data is monitored for telephone calls and any issues are discussed and resolved. In line with Birmingham City Council Service standards, the service aims to answer 90% of calls within a reasonable time. In April, the average response across the month was 87% with some weeks falling short of the desired service level. Since then, performance has continued to improve reaching 90% early May and achieving weekly levels above 96% throughout June. Further ways to improve responsiveness continue to be explored.

The Service has committed to rolling out an IT solution - 365 Response - which has the capability to provide real time information to parents (and schools) on the location of their child's transport. This would be a national first in rolling out a Home to School transport system which links multiple service providers in a real time information scenario.

It is important to ensure that this launch is successful. The project is currently in an extended pilot phase and a review of the pilot is due to take place shortly so that Officers can learn from this before rolling out more widely. The Council is very keen to have 365 operational to form an integral part of its longer-term improvements for home to school transport.

A key success driver for real time information is the full engagement of every operator so that all operator staff are fully compliant. The Council has therefore amended its terms and conditions to require all operators to be compliant with the system and have the appropriate ICT kit to facilitate this. These changes to terms and conditions are due to take effect from the start of the 2021/22 academic year.

It is likely that the pilot will be extended to recognise that changes to the terms and conditions of contract with contractors need to take effect to enable the most robust test of the system. It is essential that the system is thoroughly tested prior to rollout and project managers are reviewing timescales, with the likelihood that rollout will be phased over the autumn of 2021. Communication with parents about this will be prioritised from the start of term so they are clear what to expect.

The Service has reviewed the structure of its operational team on an interim basis to allow the team to flex staff resources to respond to increased call and email volumes, and readiness for the start of Autumn term. Additional staffing resource has also been invested in this area on a temporary basis.

The Service has transferred to the Cirrus system, allowing calls waiting to be monitored to allow staff resources to be flexed accordingly, and providing management information to support the performance in this area. For example, call volumes increase on Mondays and following a school holiday, so the service now takes a proactive surge approach to ensure there is additional staff capacity on these days.

The Service is also reviewing the root cause of increased call volumes to allow a more proactive approach. For example, when correspondence is sent to a group of parents, a well written letter should provide enough information to answer most queries without the need for a follow-on phone call or email. Parents will soon also be able to access a Frequently Asked Questions document available through the Local Offer which should also help reduce phone traffic. In addition, consideration is being given to how to provide structured feedback channels with parents/carers and pupils which can be managed effectively as part of standard operational service.

### **Safety and suitability of Vehicles**

A compliance team was established in the Autumn of 2020, which has a well-established programme of checks and audits on operators providing home to school transport on behalf of the City Council. In addition, the Council has commissioned an external contractor to provide additional mechanical checks on the Council's behalf. Three contract managers have also recently been recruited to work alongside colleagues in Commissioning to provide robust contract management.

Suitability of guides and drivers: The rollout of the Passenger Assistant Training Scheme (PATS) ensures Guides are trained to a national standard in their field. This includes some training on managing health issues on transport. Training, to date 247 of our Guides (just under half of the total) are now trained in all modules of the Passenger Assistant Training Scheme (PATS) trained. The team is aiming to train all available guides in the foundation stage in advance of September. We are aiming for all our BCC Guides to have been trained in the foundation stage ready for September.

Other training including emergency aid and epilepsy training is also being explored to be rolled out across a similar timescale. Guides are provided in some cases now by service providers as well as by the Council. In these cases, the advantage is that the service is less likely to be interrupted by Guide shortages. The same training is provided to guides whether they are employed by BCC or a transport provider.

The Dynamic Purchasing System (DPS) has a clear expectation on the providers that all members of their staff working on transport (including drivers) are trained and monitored to a high standard. The expectation of the drivers is in line with what is being required by the service and the policy. Additional guide capacity has also been put in place to increase capacity for covering sickness absence.

### **Safeguarding**

As well as the training improvements already referenced in this report, management information in relation to Driver and DBS checks is included in weekly situation reports on the service's overall operation. There is a revised process in place involving a HR led DBS weekly panel to review any more complex cases, and this has required a deed of variation with the Council's Legal team providing the relevant support. This management information provides reassurance on DBS checks being in place for all staff transporting pupils on home to school transport.

### **Transport reliability and the impact on families**

Whilst 365 Response is not fully rolled out, routes are currently reviewed daily to identify any issues and get to the root of those issues to prevent repetition. Where a route is operating at ten minutes either side of its scheduled school drop off time, it is recorded as 'on time'. Feedback from transport operators is triangulated with schools and parent information to identify and challenge any discrepancies. As a result, improvements have meant since 8<sup>th</sup> March that between 97 and 100% of routes are operating, and 'on time' as classified under the definition above.

The re-opening of schools following the second lockdown was a key test for the Home to School Transport Service which needed to mobilise an additional ten routes for this to happen successfully. The service also tendered for up to 30 contingency vehicles that could be used if there were problems with any of the routes. 12 of these were utilised. Except for issues with NEAT routes on Monday 8<sup>th</sup> March all routes ran effectively with these routes being covered with the contingency vehicles.

### **Parent Carer Forum, Parental Engagement and Co-Production**

We have worked closely with the Parent Carer Forum to engage them in specific areas and their input has been much appreciated by Home to School Transport. A co-produced 'Frequently Asked Questions' document is due to be published for parents and the Head of Service will continue to attend regular meetings with the Parent Carer Forum and other professionals. The Parent Carer Forum also attend the regular monthly Task and Finish Group chaired by the Leader of the Council where progress is examined.

A Parent Engagement Event chaired by the Leader of the Council is scheduled for 21<sup>st</sup> July, when parents will be given the opportunity to comment on service improvements and to hear about plans for next year and how this will impact on them.

The Education and Skills Transformation Director is working closely with the Parent Carer Forum to support them with recruitment to two key roles that will provide more capacity and enable the PCF to promote the Forum more widely and attract greater membership. Interviews have been conducted for a Co-Production Officer and we hope to appoint shortly. An Administrative Officer post should be out to advert soon.

### **Integrated Passenger Transport Unit**

The independent inquiry of SEND Home to School Transport recommended that the Council should consider implementing an Integrated Transport Unit (ITU). An Integrated Transport Unit is a service where different transport functions are brought together from across an organisation, or brought together from multiple organisations, and integrated to improve outcomes, efficiency and effectiveness.

ITUs can bring significant benefits, most importantly improved outcomes and more efficient, accessible and easy to navigate services for the people they serve and their families.

A project has been initiated to develop an outline business case for an Integrated Transport Unit, which will provide the basis on which a decision can be taken whether this is the

preferred way forward and how this could operate. This project brings together Officers from across the council and is being overseen by Rob James, Director, Neighbourhoods.

Co-design is being built into this from the beginning and the Leader's Home to School Task and Finish Group has already taken part in a discussion about the scope of the project, the benefits that it should deliver and the risks that need to be managed.

### **Key Challenges**

Our Home to School transport service has been a challenging area of work for which there have been a combination of immediate improvements as well as improvements which are being delivered over a longer period.

Staff capacity has been a challenge and additional capacity has therefore been agreed on a temporary basis to continue to roll out service improvements between now and Autumn 2021 to ensure standards remain consistent and continue to improve. Additional permanent capacity will be required to sustain those improvements, and this will be reflected in a permanent structure to be proposed beyond this period.

The impact of the Clean Air Zone will undoubtedly bring significant benefits to the health of the city's residents. Whilst the CAZ is being rolled out, there is a risk of traffic displacement impacting on journey times, and this also impacting at the start of September. As a result, operators reviewed route times through trialling a dry run at the start of the scheme or through a desk-top exercise, starting routes early and communicating daily with the Council on any issues. In addition, parents received communications advising of the actions the Council is taking to monitor the impact. Plans are in place to ensure that parents, providers and schools are all prepared for potential impact and the Service has put in place all possible mitigations. Since the commencement of the CAZ there has been no identified impact on journey times but this will be continually monitored as we anticipate increased traffic volumes at the start of September as per normal 'back to school' traffic fluctuations, and the anticipated relaxing of Covid-restrictions may see increased commuters returning to their normal places of work.

The COVID Pandemic has obviously brought a new level of challenge in providing a safe service for children. Increased spend has been incurred due to the need to make transport 'Covid safe' and provide extra capacity where required due to staff absence. Officers have prioritised the safety of children during this period and taken all possible measures to ensure that travel is as COVID safe as possible. Routes have been increased from c600 to c900 to ensure bubbles and social distancing can be maintained, as well as employing contingency operators.

COVID funding, the Council has been in receipt of additional funding from the Department for Education (DfE) confirmed on a half term basis since September 2020. It is now confirmed that the funding will end at the end of this academic year and is unlikely that this will be reintroduced in the new academic year. This will be managed as part of the mobilisation phase for September so that parents are aware how routes will be planned for

the new academic year without bubbles but with enhanced cleaning and hygiene measures in place.

Retendering of routes, around 40% of existing routes that are provided by National Express Accessible Transport was successfully concluded in June. This was a large-scale project, overseen by the Assistant Director of Commissioning with regular reporting arrangements in place to ensure the project remained track. Any changes of operator will need careful planning and communicating to pupils and families. A mobilisation team has been set up to carry out this work.

Guide capacity continues to be a challenge due to staff needing to self-isolate and agency staff have been put in place to support. A deed of variation has been enacted to increase supply via the Transport providers and continued support from agencies is available as required.

Issues with the Transition process this year have meant that a small number of pupils have still not had places confirmed for September 2021 or, in some cases, places have been confirmed but confirmation letters were delayed. This has a knock-on impact on Home to School Transport as staff cannot begin to put in place plans for travel arrangements until placements are confirmed and parents have been notified and requested travel. The risk of this impacting on a successful start to the Autumn Term is being managed as closely as possible and Home to School Transport Service is working closely with SENAR to address any issues and find solutions.

#### **Home to School Transport – next 6 months**

Monitoring of the Service/Key Performance Indicators (KPIs) – KPIs will continue to be monitored and delivered to identify the overall performance of the service.

Schools have been briefed on the plan for recommissioning of routes for September and will be invited to be involved in evaluation of bids from potential suppliers (with particular focus on quality). Schools will also play a key role in managing any risk areas surrounding pupil groupings of these new routes and will be involved in route planning.

365 Response pilot will extend to allow terms and conditions changes to take effect, with a view to rolling out the system following robust testing, on a phased approach towards the end of 2021.

The contract management and compliance function will continue to work closely with operators to monitor quality and performance of routes.

The service will continue to work closely with the Parent Carer Forum through regular meetings to update and where possible work jointly on specific areas of work, as jointly agreed.



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**6 July 2021**

Kevin Crompton  
Interim Director of Education and Skills  
Birmingham City Council  
PO Box 1 7550  
Birmingham  
B2 2DP

Paul Jennings, Chief Executive, Birmingham and Solihull Clinical Commissioning Group  
Heather Wood, Local Area Nominated Officer, Birmingham

Dear Mr Crompton and Mr Jennings

### **Joint local area SEND revisit in Birmingham**

Between 24 and 27 May 2021, Ofsted and the Care Quality Commission (CQC) revisited the local area of Birmingham to decide whether sufficient progress has been made in addressing each of the areas of significant weakness detailed in the written statement of action (WSOA) issued on 3 September 2018.

As a result of the findings of the initial inspection and in accordance with the Children Act 2004 (Joint Area Reviews) Regulations 2015, Her Majesty's Chief Inspector (HMCI) determined that a written statement of action was required because of significant areas of weakness in the local area's practice. HMCI determined that the local authority and the area's clinical commissioning group (CCG) were jointly responsible for submitting the written statement to Ofsted. This was declared fit for purpose on 4 January 2019.

The area has made sufficient progress in addressing one of the 13 significant weaknesses identified at the initial inspection. The area has not made sufficient progress in addressing 12 significant weaknesses. This letter outlines our findings from the revisit.

The inspection was led by one of Her Majesty's Inspectors from Ofsted and a Children's Services Inspector from CQC.

Inspectors spoke with children and young people with special educational needs and/or disabilities (SEND), parents and carers, headteachers, special educational

needs coordinators (SENcos), the parent carer forum (PCF) and local authority and National Health Service (NHS) officers. Inspectors looked at a range of information about the performance of the local area in addressing the 13 significant weaknesses identified at the initial inspection, including the area's improvement plans and self-evaluation. Inspectors also looked at a sample of education, health and care (EHC) plans and evaluated the online local offer. Inspectors considered the 641 responses to the parent and carer survey.

## Main findings

- **The initial inspection found that there was a lack of an overarching approach or joined-up strategy for improving provision and outcomes for children and young people with special educational needs and/or disabilities (SEND).**
- Before the COVID-19 (coronavirus) pandemic, there was little evidence that things had improved for Birmingham children and young people with SEND. Leaders' self-evaluation acknowledges that there is significantly more to do. This inspection found leaders' self-evaluation to be accurate. Leaders recognise that the remaining issues include: a poor lived experience for children and young people with SEND and their families; long waiting times to access therapies; stakeholders' limited understanding of the SEND strategy; and the EHC plan quality assurance processes. The partnership is beginning to take appropriate action to address these issues. For example, the SEND strategy meeting enables leaders to share good practice across services. Information-sharing between leaders is increasingly effective. This has resulted in them being better able to signpost families to appropriate support. However, it is too early to see a significant and sustained impact of leaders' actions.
- Leaders feel that recent developments have been positive. They recognise that an inability to understand and resolve significant historical systemic issues has hindered progress. Leaders' focus is now on implementing strategies and processes that can be sustained, rather than on quick fixes. Leaders acknowledge that the SEND strategy is not fit for purpose. The strategy does not reflect a shared vision across education, health and care. There is little evidence that the strategy has been co-produced (a way of working where children and young people, families and those that provide the services work together to create a decision or a service which works for them all) with children and young people with SEND and their families. The SEND strategy does not reflect joined-up working and ambition across leaders in the city. This limits the ability of all partners to own and implement the strategy and vision.
- Turbulence in staffing and the changing portfolios of local authority officers in education have negatively affected the pace of change. It is not always clear whom to contact. Staff's changing roles and responsibilities add to this confusion. Joint working pathways are not established. Families do not experience a partnership response. A lack of established partnership working pathways means

that the area's progress is fragile. For example, if a person leaves or their role changes then any effective work or progress can be undone.

- Children and young people with SEND and their families cannot consistently access high-quality SEND provision nor achieve ambitious outcomes. At the moment, this is too hit-and-miss. Leaders need a better understanding of what families want to know about services and what they can expect when they are referred to a service. Children and young people's transitions from one school to another, or into employment and training, are not a positive experience for families in Birmingham. Poorly planned transitions lead to children not having a school place identified. Families do not know where to go for support. This is leading to children and young people not being able to access education and to stress and anxiety for their families. Some parents told us that they had to stop working to care for their child while they did not have access to education.

**The area has not made sufficient progress to improve this area of weakness.**

- **The initial inspection found that inter-agency working was ineffective.**
- Therapy practitioners work with the special educational needs assessment and review service to ensure that EHC plan reports better reflect their work and assessments. This is an improving picture and ensures that relevant information informs a child's or young person's EHC plan. In addition, the implementation of electronic patient records has helped health professionals to work together to support children and families more effectively.
- The SEND therapy teams have strengthened joint working. For example, they are delivering bespoke training in schools. Partnerships between school and the PCF have developed processes to support children and families who are frequently missing school. The increase in the health SEND designate team has had a positive impact on supporting inter-agency work, for example in the development of quality assurance processes for the health elements of EHC plans at the draft stage, securing health advice for EHC plans and in the development of the Primary Care handbook.
- SENCos have mixed opinions about the provision for pupils with SEND in Birmingham. On the positive side, they feel that multi-agency planning meetings are working well. There is a more bespoke approach for children and young people with SEND, resulting in high-quality training and staff development. However, all SENCos recognised that a lot more work is needed to further improve outcomes for children and young people with SEND.
- Headteachers feel that working relationships with the area have developed. They feel positive about some aspects of the area's work, such as the joint working groups and developing local provision. However, the long-term legacy of poor communication and leadership from the city council remains. This hinders the impact of much of the positive work. Headteachers acknowledge that there are some good people trying to develop some good aspects. Nevertheless, they are

not confident that things will be improved. Headteachers are keen to develop partnership and inter-agency working further. However, their offers to work with area staff have often not been taken up. Staff leaving the service or changing their job role and no effective transition of responsibilities has also added to headteachers' frustrations in trying to develop partnerships.

**The area has not made sufficient progress to improve this area of weakness.**

- **The initial inspection found that the coordination of assessments of children and young people's needs between agencies was poor.**
- Leaders are confident that they are setting up the right systems to support the coordination of assessments. For example, the locality model gives greater consistency as a team of professionals works with schools. However, leaders need to develop an understanding of the impact of this model on improving outcomes for children and young people.
- Leaders demonstrate a secure awareness of the need for health services to prepare for children and young people's transition to another educational setting or employment and training. Their plans include prioritising Year 9 reviews and the transfer to adult services. The school nursing service is also involved in planning for transitional care for children and young people with SEND known to them in mainstream schools. Birmingham Community Health Care NHS Foundation Trust has appointed specialist nurses to support young people with SEND to transition into adult services. This is a positive step, but it is too early to see the impact of this work.
- Transition is not a well-developed area of care within community paediatric services. Some services' approach to transitions between children and adult services are based on informal arrangements rather than formalised processes. This was corroborated by experiences that parents shared with inspectors. Often, people are fearful of what will happen next.
- Parents told us that education, health and care teams rarely work well together. Consequently, the support and advice they receive to meet their child's needs is not consistent or effective. There is a lack of a secure and well-understood process for annual reviews. As a result, all the services working with the family rarely attend. This means that parents still have to repeatedly tell their stories to professionals.

**The area has not made sufficient progress to improve this area of weakness.**

- **The initial inspection found that joint commissioning was significantly underdeveloped across the local area.**
- The starting point for joint commissioning processes was low. The partnership has now developed a framework for joint commissioning. This supports education, health and care working to the same principles. It has taken some

time to get all partners around the table, but the partnership is starting to develop. Positive work on jointly commissioned services is beginning to make a difference. For example, the additional budgets used to meet speech, language and communication needs means that the changed model is starting to see a reduction in waiting times.

- Some joint commissioning arrangements are relatively new. Therefore, the changes made at a strategic level have not yet had a sustained effect on the lived experience of children and young people with SEND and their families. Much of the work has involved mapping what is currently available in Birmingham, for example the redesign of the speech and language therapy (SALT) service. It is important for further improvement that this work is an accurate reflection of local area provision.
- Leaders have a range of local data that is informing their commissioning priorities, including a SEND joint strategic needs analysis (JSNA). However, the SEND data dashboard needs further development if it is to be used as the main tool by which leaders will evaluate their commissioning arrangements.
- The development, impact and intent of joint commissioning is not well understood by families in Birmingham. Leaders need to make sure that they are using the right measures to assess their progress against their priorities.

**The area has made sufficient progress to improve this area of weakness.**

- **The initial inspection found that co-production was not embedded in the local area.**
- In October 2020, the CCG established a health SEND PCF forum to improve children and their families' engagement with the services they use. Other recent developments include a peer support model which engages parents with learning disability and/or autism (LD/A) on various projects. Parents value these opportunities.
- Members of the PCF and many parents feel that co-production is weak. Leaders do not seem to fully understand co-production. Parents feel that they are often asked to review things when they have already been decided or completed. Parents also feel that when they do contribute their views, they are not acted upon. They feel that it has been difficult to engage with strategic leaders to develop meaningful co-production. Parents say that they are often the ones pushing for involvement.
- Most health services recognise that co-production is underdeveloped. There are processes in place to gain feedback and some level of parent engagement, but this is not fully shaping services.
- Young people with SEND that we met told us that sometimes they are asked for their opinions. However, they are not convinced that their contributions are acted upon. For example, when they were asked for their views about the local offer, they feel that there was little evidence that their views had been considered.

- Results from the parent survey indicate that many parents do not feel involved in making decisions about the help and support their child receives. For example, only half of parents said that their child's school invited them in to talk about how they could meet their child's needs.

**The area has not made sufficient progress to improve this area of weakness.**

- **The initial inspection found that parental engagement was weak.**
- There is an appetite from leaders for involving parents in a range of initiatives. Recent developments have included the use of surveys, webinars, the development of the link adviser role and the children development centres' (CDC) active advice lines.
- However, parents still do not feel that they have an active voice in their child's education or wider city council developments. For example, in the parent survey, nearly two thirds say that they have never been asked for their opinion about how services could be improved. Developments such as the introduction of the link advisers' role have not had the impact that leaders anticipated, or hoped for. Too many parents do not understand what this role is or how to engage with the service. Leaders do not keep parents informed as to what is going to happen next. As a result, too many parents do not know where they can access support or advice.

**The area has not made sufficient progress to improve this area of weakness.**

- **The initial inspection found that there was a great deal of parental dissatisfaction.**
- Parents who feel that they have had a positive experience told us that they consider themselves to be the lucky ones. Parents who have a good knowledge of the SEND system, and/or work within the system, have a better experience than those who do not. It is evident that if a child is in a school with good SEND provision, including an effective SENCo, they are more likely to have a positive experience and better outcomes.
- Conversely, the opposite is true. Parents repeatedly say that, for those who are not as well informed, everything, including getting the advice and support they need, is a struggle. This is particularly true at crucial times in the lives of their children, for example when they move educational setting, to employment and training or between services. There are examples of good support given to parents when their child is in the early years. However, this is not sustained as the child gets older.
- Currently, there is no joined-up, formalised system to monitor and evaluate the views of parents across the partnership. As a result, leaders are unable to accurately identify and respond to parents' concerns. This lack of an effective



system to engage with families means that positive experiences in the area are not always shared or used to inform the next steps of development.

**The area has not made sufficient progress to improve this area of weakness.**

- **The initial inspection found that Birmingham had not ensured that the published local offer was a useful means of communicating with parents and it was difficult to locate.**
- Leaders have developed a new local offer that was launched in March 2021. This contains many of the aspects that are required, such as links to specialist services and schools. Leaders recognise that further improvements are needed. Recently, the area appointed someone to ensure that the local offer is regularly reviewed and kept up to date. A small number of parents and schools told us that they have used the local offer to find out information.
- Many families and school staff have a weak understanding of the local offer or they feel it is still too hard to use and navigate. Two thirds of parents who responded to the survey said that they had not used the local offer. For those who had, very few felt that the information had been helpful.
- Some required aspects are still missing from the local offer, such as being able to comment on the local offer and the area's response to those comments. This means that many stakeholders are unaware if their views and ideas are recognised or acted upon. In addition, there is a lack of information about leisure activities for children and young people with SEND. This limits children and young people's potential for engagement in a range of wider activities.
- Some children and young people with SEND were consulted about the local offer, but it is unclear if their responses were acted upon. For example, some young people we spoke to said that the local offer remains too complicated to use and there is too much irrelevant information.

**The area has not made sufficient progress to improve this area of weakness.**

- **The initial inspection found that the quality of EHC plans was variable.**
- Inspectors' evaluation of EHC plans found that some plans were well devised and evidenced and promoted a high-quality provision. This includes, when appropriate, contributions from education, health and care professionals. In these cases, 'My Story' is well constructed. The voice of the child is strong, and this is reflected throughout the plan, for example what the outcomes will mean for that child or young person rather than what the adult will do. However, this is not the norm.
- The plans that are strongest seem to be those that have been created for the first time in the redesigned format. Conversions from statements to EHC plans are weaker. For example, in one plan, the 'My Story' had been copied from the young

person's statement that had been written six years before. As a result, the plan does not reflect the young person's current needs and is unlikely to result in positive outcomes for them.

- Systems to ensure high-quality contributions from health professionals have improved. This includes checking the quality of the contribution before the information is passed on. Checks are also made through a multi-agency panel of how the advice is used in the draft plan. However, inconsistencies remain in the quality of final plans. Leaders have plans to address this. This includes ensuring a more robust quality assurance partnership. This will require all partners reviewing and understanding the processes and benchmarks for the quality of final plans.
- Systems for monitoring EHC plans, including annual reviews, are underdeveloped. This is leading to outdated plans for children and young people. As a result, children and young people are often poorly prepared for the next stages in education, including key transitions from key stages or into adulthood. For example, parents told us that preparing for adulthood is rarely discussed as part of a young person's Year 9 transition review.
- Attendance at annual reviews by key services is inconsistent. It is not clear what the overview of annual reviews entails and how these are being monitored. Parents say that professionals who support their child rarely attend review meetings.
- Members of the PCF and parents feel that their contribution to EHC plans is weak. Their views are rarely sought. When they do contribute their opinions, they are not acted upon. Many parents told us that their views are often lost and they do not have a clear understanding of where they are held.

**The area has not made sufficient progress to improve this area of weakness.**

- **The initial inspection found that waiting times were too long and children and young people were not seen quickly enough by therapists or professionals in CDCs.**
- More timely access to specialist assessment and interventions has been helped by service redesign and investment. This includes, for example, occupational therapy. Data to monitor waiting times is strong and leaders are using this information to monitor all waiting times in the system effectively.
- Currently, children and young people with SEND still wait too long to access SALT. However, recent changes are supporting a reduction in waiting times. Leaders are assured that this will continue to reduce. Therapists now have a secure understanding of the children on the waiting lists and respond to any identified risks. Inspectors' review of records shows that this means that children are seen more quickly.
- Recent investment has ensured that there is a school-age autism spectrum disorder pathway. Birmingham City Council has also supported additional CCG investment in SALT pathways. However, access to neurodevelopmental (ND)



pathways has not improved quickly enough. Children under seven years who are referred to the ND pathway may wait over two years. The average wait is around 48 weeks, which is still too long. The potential benefits of additional funding have been limited due to recruitment challenges. Short-term procurement of an online assessment for children over seven years has recently reduced the waiting times. Nevertheless, it is not clear how this will be sustained. System-wide attempts to reduce ND pathway waiting times are in their early stages. Leaders' next steps include developing a detailed recovery plan for the all-age ND pathway.

- Health professionals shared a desire to be able to deliver the right service at the right time for children and young people in the area. They feel supported by leaders, are engaged in the new models of delivery and are considering different ways of working. Some of these changes have happened because of COVID-19, for example remote consultations. We also heard that therapists delivering short-term locum posts are staying in Birmingham. This is important as it maintains consistency for children and young people and their families.

**The area has not made sufficient progress to improve this area of weakness.**

- **The initial inspection found that pupils with SEND make weak academic progress when compared with all pupils nationally.**
- For the three-year period up to 2019, there is an improving picture in some aspects of pupils' academic outcomes. This is most noticeable for those children looked after with SEND and young people who receive SEND support.
- For those pupils with an EHC plan, outcomes are positive for key stage 2 reading progress and the percentage of English Baccalaureate entries. Pupils do not achieve as well in mathematics at key stages 1 and 2, but there are signs of improvement over time. Overall, outcomes are more favourable at key stage 4.
- However, there are several areas of concern where outcomes show little sign of improvement. For pupils who receive SEND support, they do not achieve as well as they should in the early years foundation stage or in reading in the primary phase. Also, outcomes are weak and declining over time for 19-year-olds achieving a level 2 qualification, including in English and mathematics.
- For those with an EHC plan, outcomes are weak across all key stages. Not enough pupils achieve as well as they should in English and mathematics in the primary phase. This continues into key stages 4 and 5. This means that pupils are ill-prepared for the next stage in their education, employment or training.

**The area has not made sufficient progress to improve this area of weakness.**

- **The initial inspection found that pupils with SEND attend less often and are excluded more frequently than other pupils in Birmingham and all pupils nationally.**
- For the three-year period ending in 2018/19, overall absence rates and persistent absence for children and young people who receive SEND support is in line with national figures.
- However, overall absence for those with an EHC plan is above national figures and persistent absence is significantly above national average. Both show little sign of sustained improvement. Leaders acknowledge the need for improvement in this area. A recent development has been the introduction of the home bridging scheme to address this issue. This is beginning to make a difference in engaging children and young people back into education.
- In the three-year period ending in 2019, there was a reduction in the number of children and young people with SEND, including those children looked after, who received a fixed-term exclusion.
- The number of pupils with an EHC plan who have been permanently excluded has reduced over time and is now broadly in line with the national picture. Leaders believe that this has been a result of ensuring better quality provision at the earliest stages for many of those who are the most vulnerable.
- For pupils receiving SEND support, the number permanently excluded is still too high.
- These figures do not include the number of children who are not able to access education. For example, information shared with inspectors indicated that in September 2020, over 500 children were not in education. Reasons for this included schools not being named on the EHC plan, families waiting to appeal a school placement, those on part-time timetables or those young adults who are not in employment, education or employment and training.

**The area has not made sufficient progress to improve this area of weakness.**

- **The initial inspection found that not enough young people with SEND are entering employment or supported employment and the proportion of adults with learning disabilities in paid employment is below the national average.**
- Too many young people who receive SEND support do not move into long-term, sustained education, employment and/or training effectively. A higher than national number transfer into employment, education and/or training at the age of 16. However, this number is not sustained by the age of 20. When young adults reach this age in Birmingham, there is a significant rise in the 'not known' category. This means that leaders do not have an accurate understanding of where these young people are.

- Young people who spoke to inspectors said that they have a clear idea of what they wanted to do when they finished school or college. However, specialist help was not always provided to help them realise this ambition. When advice and support was provided, it tended to be from family, friends, or sometimes a particularly caring teacher. Formal careers advice to help them fulfil their aspirations was lacking.
- Those with EHC plans are more likely to transfer into employment, education and/or training at the end of key stage 4. In addition, those at the age of 19 with an EHC plan are also likely to secure employment or employment and training.

**The area has not made sufficient progress to improve this area of weakness.**

During the inspection, we considered the impact of COVID-19 on the lived experiences of children and young people with SEND and their families. We also considered the actions leaders had taken when schools were only open to some children due to COVID-19 restrictions and beyond. We know that the area had systems in place to track and monitor vulnerable children and young people, including those with SEND, during this period. Leaders have reflected upon their actions. This has resulted in developments such as the creation of the 'bridging team'. This multi-agency team works closely with families to support their child in returning to education. As a result, over the last 12 months, 162 families have secured placements in an educational setting. Leaders plan to expand this service.

The area has made sufficient progress in addressing one of the 13 significant weaknesses identified at the initial inspection. As not all the significant weaknesses have improved, it is for DfE and NHS England to determine the next steps. Ofsted and CQC will not carry out any further revisit unless directed to do so by the Secretary of State.

Yours sincerely

Lesley Yates  
**Her Majesty's Inspector**

<b>Ofsted</b>	<b>Care Quality Commission</b>
James McNeillie HMI Acting Regional Director	Victoria Watkins Deputy Chief Inspector, Primary Medical Services, Children Health and Justice
Lesley Yates HMI Lead Inspector	Lucy Harte CQC Inspector
Chris Pollitt HMI	Elizabeth Fox CQC Inspector

cc: Department for Education  
Clinical commissioning group  
Director Public Health for the local area  
Department of Health  
NHS England

# Hunters Hill College

## Update for Education & Children's Social Care Overview & Scrutiny Committee

07 July 2021



# Current Position

- Hunters Hill College will close to pupils at the end of the current 2020/2021 academic year
- SENAR has been working with Hunters Hill leadership and staff to facilitate interim placements in appropriate settings for all of those pupils still remaining on roll. The majority of those interim placements for pupils in years 8 to 10 have, or will, become permanent by July 2021, while placements from September 2021 for the year 11 cohort continue to be identified via the Post 16 transitions process

# Pupil Placements – Progress to date

- Numbers on roll have reduced from 84 in January 2021 to 38 as a result of 46 permanent placements having since been agreed and finalised
- In addition, a further 8 permanent placements have been agreed with families and schools and EHCPs are in the process of being amended to reflect these
- As a result the number of pupils remaining on the Hunters Hill roll will shortly reduce to 30 – two of these are OLA
- Of the remaining Birmingham pupils, 22 are currently in year 11, and those pupils will stay on roll at the school until the end of the academic year pending transition to their Post 16 placements from September
- So 6 pupils remain in years 9 (2) and 10 (4) for whom ongoing casework is being carried out to resolve permanent placements
- Attendance in respect of interim placements is being monitored on a daily basis
- For those pupils who are not attending an interim placement/receiving home tuition, a remote learning offer is in place via provision of appropriately tailored individual work packs



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## Portfolio update

**Cllr Jayne Francis, Cabinet Member for Education, Skills and Culture**

### **Education and Children's Social Care Overview and Scrutiny Committee: 21 July 2021**



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- Portfolio priorities for the 2021/22 academic year

# Schools in Birmingham

- 442 schools
- In addition there are 55 independent schools and 10 colleges

Type	LA	Academy	Free	Total
Nursery	27			27
Primary	164	129	2	295
Secondary	18	52	9	79
All Through		5	2	7
Special	20	7		27
PRU / Alternate	1		6	7
<b>Total</b>	<b>230</b>	<b>193</b>	<b>19</b>	<b>442</b>

- Total pupil numbers 213,057

State-funded nursery	2940
State-funded primary	112057
State-funded secondary*	85006
State-funded special school	4457
Pupil referral unit	398
<b>State-funded total</b>	<b>204,858</b>
Independent school	8199
<b>Total</b>	<b>213,057</b>

- Birmingham school population compared to national

School Population Overall	  								
	EAL	FSM	SEN	White	Asian	Black	Mixed	Chinese	Other
<b>Birmingham</b>	40.6	35	17.3	32.6	37.1	12.5	9.3	0.5	7.5
<b>National</b>	19.5	19.9	15.3	72.8	11.4	5.7	6.2	0.5	3.5

# Education performance

- The DfE has not published attainment data since the COVID pandemic so the latest available data is available in the [Annual Education Performance Report 2019](#)
- Schools have been working to support pupils to catch up on learning that has been impacted by the pandemic
- This will continue in the upcoming academic year
- Schools have been provided with funding for this purpose from the government - Catch Up Premium

# Summer holidays

- The council has used government COVID Local Support Grant funding to provide supermarket vouchers for families eligible for free school meals
- The Holiday Activities and Food programme will be taking place across Birmingham throughout the summer holidays.
- Activities will be taking place at schools and, where schools are not running activities, Birmingham City Council has carefully chosen partners who have significant experience in running activity programmes with food for children aged 5-16
- Children will be able to enjoy all sorts of fun age-related activities including sports and games, arts and crafts, cookery, dance and music together with their friends as well as a meal each day.
- The daily programmes will vary depending on the site and location of each local club.
- Most clubs will run for a minimum of 4 hours a day, Mondays to Fridays.
- More information is available at [www.bringitonbrum.co.uk](http://www.bringitonbrum.co.uk)

# Schools during the pandemic

- Since March 2020 schools have been operating in extremely challenging circumstances
- Initially open to only the children of critical workers and vulnerable children, schools welcomed more children back in June 2020 and were fully open during the autumn term
- Schools were closed again to most pupils from the start of the spring term until March 2021
- At all points, BCC has supported schools with
  - A comprehensive risk assessment template updated with all government and Public Health guidance
  - Public Health advice on individual schools' circumstances
  - Support where schools had positive cases or outbreaks
- The risk assessment template has been fully updated with the new government guidance announced on 6<sup>th</sup> July to support schools to plan for the new academic year

# Attendance

- Officers have monitored attendance closely throughout the pandemic and daily information has been collated by the DfE
- After the full reopening of schools in March 2021, attendance in Birmingham experienced the same challenges as schools elsewhere in the country/region
- For example attendance on Monday 26<sup>th</sup> April was:
  - Birmingham 91.5%
  - National 91.6%
  - Core Cities 90.5%
  - West Midlands 91.3%
- More recently, attendance has been impacted by the rising number of cases of the Delta variant in the city with increasing numbers of pupils isolating.
- As at Tuesday 6<sup>th</sup> July, over 10% of pupils were absent from school for COVID reasons (positive cases or self isolation) compared to 8% nationally.

# Attendance

- Throughout the pandemic additional support has been in place for schools and families around attendance.
- The appropriateness of using the legal stages of the council's attendance enforcement process was regularly reviewed during the pandemic.
- Legal action was suspended from the start of the pandemic until the end of the summer term in July 2020, for the first half-term of the autumn term and then again from January 2021 until after May half-term 2021.
- The focus continues to be on early help since the enforcement stages of our attendance processes were reintroduced for the remainder of the summer term.



# Children Missing Education

- There is a strong partnership approach – for example the council has a formal protocol which supports work with UK Border Agency staff including at Birmingham Airport focused on cases with established safeguarding concerns.
- Around 20% of CME referrals have at some point been known to the Children's Trust. The CME team work closely with the Trust and prioritise work with vulnerable children.
- There are a higher number of CME referrals received for primary age children than for secondary (63% compared to 37% in the first term of 2020/21).
- Attendees at a recent CME Webinar reflected the focus on primary schools of CME activity.
- The CME figures reflect an increase over the period (aside from the reduction in 2018), with the 2020 figure reflecting the increase in referrals including for those children 'believed to be abroad' resulting from the Covid context.

# Elective home education

- All EHE notifications are carefully screened on receipt, with checks made of the Birmingham Children's Trust (BCT)'s databases as well as the Education database.
- Children with identified vulnerabilities, CP and CIN plans, are prioritised
- Identified social workers and family support workers are immediately contacted to share information and ensure a focus on maintaining regular contact and oversight of children.
- Monthly EHE notifications spiked significantly in September 2020 when 407 children were withdrawn from schools for EHE compared to 169 in September 2019.
- Of the 2,445 children bring electively home educated at the end of June 2021, the parents of 297 (12%) have specifically noted Covid19 as the reason for EHE. However, subsequent staff contacts with families indicates that around 50% of families who withdrew their children from schools during the pandemic decided to home educate due to their fears about the spread of the virus.
- To reduce the impact of withdrawing children from school due to Covid anxiety, officers are working closely with health colleagues
- addition, the School Nurse Service is available to parents seeking advice and is actively contacting parents who may be Covid hesitant to allay their fears around their children's school attendance.
- We are in the process of recruiting a one year fixed-term EHE Adviser to support the increase in EHE numbers.

# Monthly Elective Home Education notifications received from schools.

Month	2019	2020	2021
June	68	28	25
July	55	17	
August	1	19	
September	169	407	
October	94	158	
November	86	153	
December	55	71	
January	96	118	71
February	89	87	53
March	97	74	119
April	58	42	88
May	71	13	95
<b>TOTAL</b>	939	1187	(451)

# Exclusions

- Exclusion rates have reduced this academic year compared to previous years
- Table below shows permanent exclusions as at 5th July 2021 compared with the same date in 2020 and 2019

Phase/Academic Yr	2018/19	2019/20	2020/21
Primary	99	53	25
Secondary	158	152	108
Special	3	5	3
Total	260	210	136

- Tackling School Exclusions group meets regularly – partnership working across a number of agencies to explore strategies to reduce exclusion rates

# Part-time/reduced timetables

- In very exceptional circumstances there may be a need for a temporary part-time/reduced timetable to meet a pupil's individual needs. For example; where a medical condition prevents a pupil from attending full-time education or a reduced timetable is considered as part of a re-integration package.
- A part-time/reduced timetable that does not have clearly defined objectives, a specified end date, a review process, and/or the consent of parents/carers may be considered an unlawful exclusion by Ofsted.
- Current guidance from Ofsted states that information about children missing from education is essential and all schools should notify the local authority of any part-time education arrangements.
- BCC has recently published new guidance and an online form for schools in cases of pupils being placed on part-time timetables

# Part-time/reduced timetables

- Requirement for schools to notify the LA of any child on a part-time/reduced timetable
- BCC guidance and online form – trialled until September
- Staggered formal introduction – Primary/Secondary Schools - September, Special Schools - October
- Any child offered less hours education than their peers
- Integration/reintegration packages - ideally no more than 6 weeks
- For the good of the child not the school
- Consent of parents
- SENAR/Virtual school
- Database monitored, schools contacted by ELIT for advice and support

# School budgets

- As at 31st March 2021 the cumulative net school balances for BCC maintained schools is £76.433m.
- The number of maintained schools in deficit has decreased to 28 (11.9% of the total number of maintained schools).
- The cumulative value of deficits has decreased by £2.401m to £6.323m.

Sector	2019/20 LA Maintained Schools 31st March 2020					2020/21 LA Maintained Schools 31st March 2021				
	Total Balance	Surplus Schools		Deficit Schools		Total Balance	Surplus Schools		Deficit Schools	
	£	No	£	No	£	£	No	£	No	£
Nursery	912,599.73	19	2,192,277.65	8	(1,279,677.93)	1,546,557.14	19	2,683,452.34	8	(1,136,895.21)
Primary	32,306,581.91	147	35,436,231.03	22	(3,129,649.11)	48,098,783.59	155	50,342,990.40	14	(2,244,206.80)
Secondary	17,366,533.36	16	17,770,693.72	1	(404,160.37)	21,983,861.62	16	22,091,931.53	1	(108,069.92)
Special	1,017,697.85	14	4,928,159.61	8	(3,910,461.76)	4,803,929.57	17	7,637,284.31	5	(2,833,354.74)
Total Schools	51,603,412.85	196	60,327,362.01	39	(8,723,949.17)	76,433,131.92	207	82,755,658.58	28	(6,322,526.66)

# School Forum

- Officers are working with the Clerk and the Chair of Birmingham Schools Forum to review its effectiveness and introduce potential improvements
- A self-assessment is being undertaken using best practice guidance issued by the Education and Skills Funding Agency
- Options for webcasting the meetings are being explored as well as ensuring the public are able to access virtual meetings
- An update will be provided to this committee towards the end of the autumn term 2021.



# Relationships, Health and Sex Education

- The government's new relationships and sex education (RSE) and health education curriculum has been compulsory since September 2020
- Responding to calls from primary schools for clear guidance in this area, Birmingham City Council led the development of an RHE curriculum
- This was due to be launched at an in-person event in March 2020 but was instead launched virtually in June 2020
- Four webinars have taken place to support the applied practice of the Birmingham resource with further sessions planned for the autumn term
- A survey of schools will be undertaken in September 2021 to obtain feedback on the Birmingham curriculum with findings presented to this committee

# Everyone's Invited

- Earlier this year the Everyone's Invited website urged sexual abuse survivors to share their stories
- Schools across the country, including some from Birmingham, have been listed on the site
- All allegations relating to Birmingham schools are being triaged and will be referred to West Midlands Police and to Birmingham Children's Trust as appropriate.
- Birmingham Safeguarding Children Partnership recently undertook a survey of Birmingham schools and colleges. Initial feedback from this survey is currently being reviewed.
- Officers from BCC and partners will review this strategy to see if additional action is needed with the named schools or with the individual testimonies themselves
- We may, for example, want to share the list of named schools with partners to see if other intelligence raises further concerns e.g. police, health, Empower-U etc but we evidently need to manage this well with the schools and give them the opportunity to have a direct dialogue local authority officers.

# Commonwealth Games

- Steering Group is in place to oversee this work within Education and Skills
- Commonwealth Games learning programme will:
  - support Birmingham's wider strategic aims (i.e work towards becoming a UNICEF Child Friendly City)
  - link the work already focusing on anti-racism and the Birmingham civic history project
  - prioritise opportunities for young people
  - focus on NEET young people

# Birmingham Youth Service

- The **Youth Service is an open access service available to all young people**, most of its 15 centres are based in areas of greatest need within the city. Within this open access service, it delivers targeted work to respond to local need. (Youth violence, exploitation, employment, preventing violent extremism, health and well being, sexual health to different groups of young people)
- The **Youth Service offers a broad range of opportunities, experiences and activities relevant to the needs of young people.**
- Youth work is based on a **youth worker building a positive relationship with a young person** which is based on trust and mutual respect and then using that relationship to support and develop the learning experiences and personal development of the young person.

# Birmingham Youth Service Offer

## Each Youth Centre offers:

- Information, Advice and Support to young people by a qualified youth worker
- A safe place for them to meet friends
- A positive relationship with a “trusted adult” (the youth worker) which is built on honesty, respect and is non-judgemental.
- The Umbrella Scheme – provides sexual health programmes, STI testing and condom distribution.
- Targeted programmes – examples include PVE, youth violence, sexual health, health, activities and employment
- Opportunities for young people to get involved in activities, examples include drama, sports, events, residential experiences.
- Volunteering Opportunities
- Youth Participation – an opportunity for young person’s voice to be heard.
- Intensive support for NEET young people

# Youth Participation

- **Youth City Board** are a group of 45 active young people aged 11-18 from across the city. The role of the board is to ensure young people's voices are at the heart of policy and strategy. This is a sub group of the City Board. Aspiring Youth and our elected members of UK Youth Parliament are part of this too.
- **Young people have led on the following in the last 12 months:**
  - "Education During the Pandemic" – the voice of 1100 young people
  - Young peoples Mental Health Survey
  - Members on Public Health Professional Theme Groups
  - Redevelopment and regeneration projects – City Centre/Perry Barr/Druids Heath
  - Youth Covid Champions
  - Commonwealth games – young people operating a small grants awards to other young people
  - Chair the young peoples IAG with WMP

# Birmingham Youth Service

- Continued to deliver youth work throughout the pandemic – initially this was virtual, then detached and meeting young people outside. All our centres are now open offering a mix of provision inside and detached work.
- Delivering 14,000 places for the Bring It On Brum (Holiday Activity Fund) to young people in Birmingham during the Summer.
- Delivering A Peer Research and Social Action Programme with young people addressing Youth Violence – this is a Youth Endowment Funded programme.
- Delivering in partnership on behalf of the VRU tackling youth violence.
- The Lighthouse and The Factory are Youth Hubs – working in partnership with DWP to deliver services to young people in the locality.

# Portfolio priorities for the new academic year

- School Improvement contract
- Continue to monitor impact of COVID
- CWG Learning Programme, inc History Project
- Child Friendly City
- Streamlining IT systems within Education and Skills
- Preparing for ILACS inspection
- Anti-racism work
- Surplus primary places
- PFI





## Education and Children's Social Care O&S Committee: Work Programme 2021–2022

**Chair:** Cllr Narinder Kooner

**Deputy Chair:** Cllr Kerry Jenkins

**Committee Members:** Cllrs: Olly Armstrong, Charlotte Hodiola, Katherine Iroh, Saddak Miah, Kath Scott and Alex Yip

Education Representatives: Omar Hanif, Parent Governor; Adam Hardy, Roman Catholic Diocese; Rabia Shami, Parent Governor and Sarah Smith, Church of England Diocese

**Officer Support:** Acting Group O&S Manager: Ceri Saunders (303 2786)

Scrutiny Officer: Amanda Simcox: (675 8444)

Committee Manager: Mandeep Marwaha (303 5950)

## 1 Terms of Reference

- 1.1 As per City Council on 25<sup>th</sup> May 2021 the Committee's Terms of Reference is 'to fulfil the functions of an Overview and Scrutiny Committee as they relate to any policies, services and activities concerning schools and education, the Children's Trust, vulnerable children, corporate parenting, children and young people's health and wellbeing and other child social care and safeguarding functions of the council'.
- 1.2 The Overview and Scrutiny Committee dealing with education matters shall include in its membership the following voting representatives: a) Church of England diocese representative (one); b) Roman Catholic diocese representative (one); and c) Parent Governor representatives (two, who are on the Committee until April 2022).

## 2 Meeting Schedule

Date & Time	Items	Officers / Attendees
9 June 2021 at 10am Informal Meeting	To discuss priorities for 2021/22 work programme.	



Date & Time	Items	Officers / Attendees
<p>21 July 2021 at 10am</p> <p>In the Birmingham &amp; Midland Institute (BMI)</p> <p>Deadline for Send Out: 12 July 2021</p>	<p>Councillor Kate Booth, Cabinet Member for Children's Wellbeing Update (last discussed 10 Jul 2019). To include:</p> <ul style="list-style-type: none"> <li>• Early Years.</li> <li>• SEND and EHCPs including the health aspect (waiting times etc).</li> <li>• Birmingham Youth Justice Strategic Plan 2021/22 (this is now scheduled for Cabinet 7 September 2021 rather than 29 June 2021).</li> </ul>	<p>Suman McCartney, Cabinet Support Officer</p>
	<p>SEND Ofsted Inspection Outcome (SEND &amp; WSoA last discussed 28 Oct 2020). To include: EHCPs including the health aspect (waiting times etc).</p>	<p>Kevin Crompton, Interim Director, Education &amp; Skills / Director of Children Services (DCS)</p>
	<p>Hunters Hill College Update.</p>	<p>Councillor Jayne Francis, Cabinet Member for Education, Skills and Culture, Councillor Kate Booth, Cabinet Member for Children's Wellbeing, and Jaswinder Didially, Head of Service, Education and Skills</p>
	<p>Councillor Jayne Francis, Cabinet Member for Education, Skills and Culture update (last discussed 11 Sep 2019). To include:</p> <ul style="list-style-type: none"> <li>• Youth Engagement and Youth Service (Youth voices – to include how the different forums are supported and how they can support each other; and the resources to support these).</li> <li>• Personal, Social and Health Education (PSHE) provided in schools.</li> <li>• Education of Children and Young People and the difficulty with the school system being set up for young people to be job ready, however there is a lack of jobs and universities are expensive.</li> <li>• Schools Forum and monitoring schools on how they are spending the money they are allocated.</li> </ul>	<p>Rose Horsfall, Cabinet Support Officer</p> <p>Lisa Fraser, AD, Education and Early Years, Ilgun Yusuf, Acting AD, Skills and Employability and Alan Michell, Head of School Admissions and Fair Access</p>



Date & Time	Items	Officers / Attendees
1 September 2021 at 10am in the BMI  Deadline for Send Out: 23 August 2021	Home to School Transport Update.	Attendees to be confirmed (Rob James, Senior Responsible Officer (SRO) for the Integrated Transport Unit Project (ITU) and Sonia Davidson-Grant, Programme Manager, Education & Skills
	Children's Trust Update to include: <ul style="list-style-type: none"> <li>Youth Justice Strategic Plan</li> <li>Children in Care</li> <li>Independent Advocacy Service / Rights and Participation Service</li> </ul>	Andrew Christie, Chair and Andy Couldrick, Chief Executive, Children's Trust
13 October 2021 at 10am in the BMI  Deadline for Send Out: 4 October 2021	Cllr Cotton, Cabinet Member for Social Inclusion, Community Safety and Equalities to include: <ul style="list-style-type: none"> <li>Rise in hate crime, youth crime and knife crime.</li> <li>Engagement of young people and how they are supported in relation to climate, BLM and increase in racism, Palestine, Me too campaigns etc.</li> </ul>	Marcia Wynter, Cabinet Support Officer
	Birmingham Safeguarding Children's Partnership Annual Update to include: FGM	Penny Thompson, Independent Chair, BSCP and Simon Cross, Business Manager
24 November 2021 at 10am in the BMI  Deadline for Send Out: 15 November 2021		
12 January 2022 at 10am in the BMI  Deadline for Send Out: 30 December 2021		
16 February 2021 at 10am in the BMI  Deadline for Send Out: 7 February 2022		



Date & Time	Items	Officers / Attendees
30 March 2022 at 10am in the BMI  Deadline for Send Out: 21 March 2022		
6 April 2022 at 10am in the BMI  Deadline for Send Out: 28 March 2022		

### 3 Items to be Programmed

- 3.1 The above bullet points are issues that were identified at the June 2021 meeting.
- 3.2 In addition to the above bullet points, Children's and Young People's health and wellbeing was identified. This is to be discussed with Co-ordinating Overview and Scrutiny Committee to ensure there is no duplication. However, the following could be joint piece of work with the Health and Adults Social Care O&S Committee regarding mental health due to the pandemic.
- The impact on children's and young people's mental health and how this is being supported.
  - To include an update on the development of the footprint as a response to the pandemic to provide support to children with mental health, emotional neglect, domestic abuse (early help hubs). Early Help: Nigel Harvey-Whitten, AD, Children's Services (Commissioning) & Richard Selwyn, Birmingham Children's Partnership have now left and the contact is Garath Symonds.
  - How children and young people and mainstream schools coped with the return to school and the resulting pressures (including missed education and anxiety regarding returning to school).
  - Forward Thinking Birmingham.
  - An update on Preparation for Adulthood which should include data that allows for comparison, tracking and monitoring (attended 20 January 2021).
  - Youth Justice.

### 4 Other Meetings

- Call in Meetings: None scheduled
- Petitions: None scheduled
- Petitions: None scheduled



- Councillor Call for Action Requests: None scheduled

## 5 Report to City Council / Pieces of Work

5.1 The Committee's Home to School Transport report was debated at City Council on 15<sup>th</sup> September 2020 and the following motion was agreed:

That the Executive provide an assessment of progress against the outcomes set out above, and the key areas listed in Section 7 in this report, to the Education & Children's Social Care Overview & Scrutiny Committee in March 2021.

That the Chief Executive at Birmingham City Council:

- Take steps to ensure that immediate changes will be made to the most pressing issues within the Travel Assist service, including [but not limited to] safeguarding of children, cancelled routes, guide changes, bus lateness, and telephone lines going unanswered;
- Commission an external and independent inquiry into the Full Travel Assist Service that fully addresses the concerns laid out by Parents, Carers, Schools and other users of the service as listed in section 7 and listed in paragraph number a.) above, by providing clear recommendations, lines of accountability together with an open and transparent timetable for sustainable improvement;
- Commission an external and independent investigation into the assurances that have been given to Members about the safety of the service and the status of improvements at meetings of Overview and Scrutiny, City Council and Audit Committee since January 2020

The investigations referred to in paragraphs b) & c) will report by 1 November 2020.

## 6 Forward Plan for Cabinet Decisions

6.1 The following decisions, extracted from the Cabinet Office Forward Plan of Decisions, are likely to be relevant to the Education and Children's Social Care O&S Committee's remit.

Cabinet Member for Education, Skills and Culture			
ID Number	Title	Proposed Date	Date of Decision
008943/2021	Birmingham Youth Justice Strategic Plan 2021/22	29 Jun 21	
009043/2021	Proposed Admission Arrangements for Published Admission Numbers for Community and Voluntary Controlled Schools 2021/2022 and 2022/2023	27 Jul 21	
009054/2021	Skilts School conversion from Community School to Academy Status	27 Jul 21	

