

**Members are reminded that they must declare all relevant pecuniary and non-pecuniary interests relating to any items of business to be discussed at this meeting**

**BIRMINGHAM CITY COUNCIL**

**SCHOOLS, CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE**

**WEDNESDAY, 12 JULY 2017 AT 14:00 HOURS**  
**IN COMMITTEE ROOMS 3 & 4, COUNCIL HOUSE, VICTORIA**  
**SQUARE, BIRMINGHAM, B1 1BB**

**A G E N D A**

**1 NOTICE OF RECORDING/WEBCAST**

The Chairman to advise/meeting to note that this meeting will be webcast for live or subsequent broadcast via the Council's Internet site ([www.birminghamnewsroom.com](http://www.birminghamnewsroom.com)) and that members of the press/public may record and take photographs except where there are confidential or exempt items.

**2 APPOINTMENT OF COMMITTEE AND CHAIR**

To note the resolution of the City Council appointing the Committee, Chair and Members to serve on the Committee for the period ending with the Annual Meeting of the City Council in 2018.

**3 ELECTION OF DEPUTY CHAIR**

To elect a Deputy Chair to substitute for the Chair if absent.

**4 APOLOGIES**

To receive any apologies.

**5 DECLARATION OF INTERESTS**

Members are reminded that they must declare all relevant pecuniary interests and non-pecuniary interests relating to any items of business to be discussed at this meeting. If a 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.

**5 - 10**

6 **TERMS OF REFERENCE**

To note the committee's terms of reference, as set out in the attached schedule.

**11 - 18**

7 **ACTION NOTES**

To confirm the action notes of the meetings held on the 26 April 2017 and 2 May 2017.

**19 - 58**

8 **THE EDUCATION AND CHILDREN'S SOCIAL CARE IMPROVEMENT JOURNEY**

Councillor Brigid Jones, Cabinet Member for Children, Families and Schools and Colin Diamond, Interim Corporate Director, Children and Young People in attendance.

**59 - 110**

9 **BIRMINGHAM'S NEW STRATEGY FOR SEND (SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES) AND INCLUSION CONSULTATION (3.30PM – 4.15PM)**

Jill Crosbie, AD, SEND, Marie Dobson, Project Manager, Education Services and Professor Geoff Lindsay, Chair, Inclusion Commission.

**111 - 116**

10 **WORK PROGRAMME**

For discussion.

11 **DATE OF FUTURE MEETINGS**

To note the dates of future meetings on the following Wednesdays at 1330 hours in the Council House as follows:-

12 July, 2017  
13 September, 2017  
18 October, 2017  
22 November, 2017  
13 December, 2017 (change of date)  
17 January, 2018  
14 February, 2018  
21 March, 2018  
25 April, 2018

12 **REQUEST(S) FOR CALL IN/COUNCILLOR CALL FOR ACTION/PETITIONS RECEIVED (IF ANY)**

To consider any request for call in/Councillor call for action/petitions (if received.)

13 **OTHER URGENT BUSINESS**

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

14 **AUTHORITY TO CHAIRMAN AND OFFICERS**

Chairman to move:-

'In an urgent situation between meetings, the Chair jointly with the relevant Chief Officer has authority to act on behalf of the Committee'.



## **Article 7 – Overview and Scrutiny Committees**

*This Article sets out details with regard to the Overview and Scrutiny arrangements. These Committees will, normally, meet in public to discuss and make recommendations on the development of policies and on improving service performance, and to hold the Executive to account for their actions.*

All Councillors, except Cabinet Members (and the Lord Mayor) can be members of an Overview and Scrutiny Committee. Chairs of these committees are appointed by the Full Council and Deputy Chairs are elected by each committee at its first meeting, for the purpose of substitution for the Chair if absent.

Good Overview and Scrutiny adds value to councils in many ways, for example it:

- Provides “critical friend” challenge to executive policy-makers and decision-makers;
- Enables the voice and concerns of the public and its communities to be heard;
- Is carried out by ‘independent minded members’ who lead and own the scrutiny process;
- Drives improvement in public services.

### **7.1 General role**

Overview and Scrutiny Committees will:

- (a) make reports and/or recommendations to the full Council, the Executive and / or other organisations in connection with the discharge of the functions specified in their terms of reference;
- (b) consider any matter covered in their terms of reference that may affect or be likely to have an effect on the citizens of Birmingham; and
  - i. is relevant to the Council’s strategic objectives; and/or
  - ii. is relevant to major issues faced by officers in managing a function of the Council; and
  - iii. is likely to make a contribution to moving the Council forward and achieving key performance targets.
- (c) exercise the “request for call-in” and “call-in” any Executive decisions made but not yet implemented by the Executive.

Overview and Scrutiny Chairs should maintain regular engagement with Cabinet Members to enable flexibility to be built into the Overview and Scrutiny work programme, so as to respond to the council’s policy priorities in a timely way.

### **7.2 Specific functions**

- (a) **Policy development and review**

Overview and Scrutiny Committees may:

- (i) assist the Council and / or the Executive in the development of its budget and Policy Framework by appropriate analysis of policy and budget issues;
- (ii) conduct appropriate research, community and other consultation in the analysis of policy and budget issues and possible options;
- (iii) consider and implement mechanisms to encourage and enhance community participation in the development of policy options;
- (iv) question Members of the Executive and/or Chief Officers about their views on issues and proposals affecting their areas of responsibility; and
- (v) liaise with other external organisations operating in the city, whether national, regional or local to ensure that the interests of local people are enhanced by collaborative working.

**(b) Scrutiny**

Overview and Scrutiny Committees may:

- (i) review and scrutinise the Executive decisions made by and performance of the Executive and/or Chief Officers in relation to decisions taken by them or in relation to their areas of responsibility / department;
- (ii) review and scrutinise the performance of the council in relation to its policy objectives, performance targets and / or particular service areas – including the areas of responsibility of the Regulatory and Non-Executive Committees, but not the actual decisions of the Regulatory and Non-Executive Committees;
- (iii) make recommendations to the Executive, Chairmen of Committees, Chief Officers and/or Council arising from the outcome of the scrutiny process;
- (iv) review and scrutinise the performance of other relevant public bodies in Birmingham (including Health Authorities) and to invite reports from them by requesting them to address the Overview and Scrutiny Committee and local people about their activities and performance;
- (v) question and gather evidence from any person (with their consent)
- (vi) establish short life working groups to carry out specific time limited enquiries as agreed with the five Overview and Scrutiny Committee Chairs and subject to available resources.



**7.3 Terms of Reference of Overview and Scrutiny Committees**

**There shall be five Overview and Scrutiny Committees as set out in the terms of reference below, each to have a Chair and Deputy Chair appointed by full Council.**

**CORPORATE RESOURCES AND GOVERNANCE COMMITTEE**

To fulfil the functions of an Overview and Scrutiny Committee as they relate to any policies, services and activities relating to governance, resources, performance (including customer services), finance, human resources, partnerships, transparency, regional working (including Combined Authority), inequality, public engagement, council wide efficiency, commissioning and procurement.

**ECONOMY, SKILLS AND TRANSPORT COMMITTEE**

To fulfil the functions of an Overview and Scrutiny Committee as they relate to any policies, services and activities relating principally economic, growth and jobs, inward investment, promotion of the city, land use planning, transport strategy and highways, skills, libraries, arts, culture, sports and museums.

This Committee shall undertake the authority's statutory functions in relation to the scrutiny of flood risk management (Flood and Water Management Act 2010).

**SCHOOLS, CHILDREN AND FAMILIES COMMITTEE**

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).

To fulfil the functions of an Overview and Scrutiny Committee as they relate to any policies, services and activities concerning the schools, vulnerable children, child safeguarding functions of the council and domestic violence.

**HEALTH, WELLBEING AND THE ENVIRONMENT COMMITTEE**

To fulfil the functions of an Overview and Scrutiny Committee as they relate to any policies, services and activities relating to cleaner neighbourhoods, waste management, Environment, safeguarding, social care and public health and to discharge the relevant overview and scrutiny role set out in the National Health Service Act 2006 as amended by the Health and Social Care Act 2012, including:

- The appointment of Joint Overview and Scrutiny Committees with neighbouring authorities; and

- The exercise of the power to make referrals of contested service reconfigurations to the Secretary of State as previously delegated to the Health and Social Care Overview and Scrutiny Committee by the Council.

### **HOUSING AND HOMES COMMITTEE**

To fulfil the functions of an Overview and Scrutiny Committee as they relate to any policies, services and activities relating to housing, homes, social cohesion and community safety.

This Committee shall be the Crime and Disorder Committee (Police and Justice Act 2006).

#### **7.4 Conflicts of interest – Membership of Overview and Scrutiny Committees and District and Ward Forums**

- (a) If an Overview and Scrutiny Committee is scrutinising specific decisions in relation to the business of the District Committee and / or Ward Forum of which an Overview and Scrutiny Committee Councilor is a Member, then that Councilor must withdraw from the meeting during the consideration of such matter.
- (b) Where, however, the Overview and Scrutiny Committee is reviewing policy matters, generally, as opposed to a specific decision of the District and/or Ward Forum, the Member must declare his/her interest before the relevant agenda item is reached, but need not withdraw.

#### **7.5 Overview and Scrutiny Work and Non-Executive Committees**

- (a) Overview and Scrutiny Committees are only permitted by law to scrutinise the Executive decisions of the council – Cabinet, Cabinet Committees, Cabinet Members, District and Ward Committees, and officers.
- (b) In terms of the Regulatory Committees, these carry out quasi-judicial functions and, as such, appropriate appeal rights and procedures apply to the same, which do not involve the Overview and Scrutiny Committees arrangements.

- 7.6 Subject to the proportionality principles, relating to overall membership of the committee being complied with, the appointment of Chairmen and Vice-Chairmen of the Overview and Scrutiny Committees shall be on such principles as are agreed by the Full Council.

#### **7.7 Chairs of the Overview and Scrutiny Committees**

The five Overview and Scrutiny Chairs shall monitor the work of the Overview and Scrutiny Committees so as to ensure that such work is properly planned, co-ordinated and progressed. In this connection, they shall have the power to:



- (a) give such guidance to the Overview and Scrutiny Committees in any cases of uncertainty, as to work which they should or should not be undertaking, as may be necessary to achieve such co-ordination, including the allocation of "call-in" to the appropriate Committee;
- (b) determine, in any cases of uncertainty, the allocation of responsibility for specific tasks between the Overview and Scrutiny Committees;
- (c) publish each year an Annual Programme of major Scrutiny Reviews as suggested by individual Overview and Scrutiny Committees following consideration of the annual Leader's Policy Statement to the council; and
- (d) agree the establishment of any task & finish groups;
- (e) consider overview and scrutiny development, working practices and constitutional arrangements.

An observer from the Principal Opposition Group may attend meetings of the five committee Chairs when considering the above matters.

## **7.8 "Request for Call-In" and "Call-In"**

- (a) When an Executive decision is taken by the Cabinet, Cabinet Member(s) or Chief Officer jointly with Cabinet Members, Cabinet Committee Local Leadership, District Committees or Ward Forums, the decision shall be published by electronic means, and copies of it shall be available at the main offices of the Council, normally within three days of being made. All Members and Chief Officers will be sent a notification of all such decisions within the same timescale, by the Committee Services Officer responsible for publishing the decision.

- (b) The relevant notice will bear the date on which it is published and will specify that the Executive decision may be implemented, after the expiry of three working days after the publication of the decision, unless a "Request for call-in" is made of the Executive decision, by at least two Councillors (who are not members of the Cabinet) or by any two elected Members from a District Committee (who are not members of the Cabinet) where there is a specific local interest in the issues concerned. The "Request for Call In" should state the reason for call-in.

- (c) Once a "Request for Call In" has been received, the five Overview and Scrutiny Chairs will agree which Overview and Scrutiny Committee should hear the call-in. That Committee must meet to consider the request. The meeting should take place not later than 15 clear working days after the original publication of the decision.

- (d) It is for the Committee to decide whether to Call In a decision or not. The council does not expect an Overview and Scrutiny Committee to Call In an Executive decision unless one or more of the following criteria applies.

## Call-In Criteria

	<b><i>(a) Is the Executive decision within existing policy?</i></b>
1	<i>the decision appears to be contrary to the Budget or one of the 'policy framework' plans or strategies;</i>
2	<i>the decision appears to be inconsistent with any other form of policy approved by the full Council, the Executive or the Regulatory Committees;</i>
3	<i>the decision appears to be inconsistent with recommendations previously made by an Overview and Scrutiny body (and accepted by the full Council or the Executive);</i>
	<b><i>(b) Is the Executive Decision well-founded?</i></b>
4	<i>the Executive appears to have failed to consult relevant stakeholders or other interested persons before arriving at its decision;</i>
5	<i>the Executive appears to have overlooked some relevant consideration in arriving at its decision;</i>
6	<i>the decision has already generated particular controversy amongst those likely to be affected by it or, in the opinion of the Overview and Scrutiny Committee, it is likely so to do;</i>
7	<i>the decision appears to be particularly "novel" and therefore likely to set an important precedent;</i>
8	<i>there is a substantial lack of clarity, material inaccuracy or insufficient information provided in the report to allow the Overview and Scrutiny Committee to hold the Executive to account and/or add value to the work of the Council.</i>
	<b><i>(c) Has the Executive decision been properly taken?</i></b>
9	<i>the decision appears to give rise to significant legal, financial or propriety issues;</i>
10	<i>the notification of the decision does not appear to have been in accordance with council procedures;</i>
	<b><i>(d) Does the Executive decision particularly affect a district?</i></b>
11	<i>the decision appears to give rise to significant issues in relation to a particular District.</i>

**BIRMINGHAM CITY COUNCIL**

**SCHOOLS, CHILDREN AND FAMILIES OVERVIEW AND  
SCRUTINY (O&S) COMMITTEE – PUBLIC MEETING**

**13:00 hours on Wednesday 26 April 2017, Committee Rooms 3 & 4 – Actions**

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**Present:**

Councillor Susan Barnett [Chair]

Councillors: Sue Anderson, Matt Bennett, Kate Booth, Barry Bowles [Deputy Chair],  
Debbie Clancy, Shabrana Hussain, Martin Straker Welds and Alex Yip.

Other Voting Representatives: Evette Clarke, Parent Governor Representative and  
Sarah Smith, Church of England Diocese

**Also Present:**

Waqar Ahmed, Prevent Manager

Chief Superintendent Claire Bell, West Midlands Police

David Bishop, Head of Service - Alternative Provision & Independent Education

Debbie Currie, AD, Child Protection, Performance and Partnership

Colin Diamond, Interim Corporate Director for Children and Young People

Superintendent Paul Drover, West Midlands Police

Seamus Gaynor, Head of Strategic Management

Alastair Gibbons, Executive Director, Children Services

Margaret Gough, CSE Co-ordinator

Kalvinder Kohli, Head of Service, Prevention and Complex

Nancy Meehan, Interim Head of Service

Jon Needham, School Advisor - Safeguarding

Chris Neville, Head of Licensing

Chief Inspector Jon People, Counter Terrorism

Andy Pepper, AD, Children in Care Provider Services

Amanda Simcox, Research & Policy Officer, Scrutiny Office

Tony Stanley, Chief Social Worker

Mike Walsh, Service Lead, Commissioning Centre of Excellence

Colvin White, Family Support

Benita Wishart, Overview & Scrutiny Manager, Scrutiny Office

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The whole of the meeting would be filmed except where there were confidential or exempt items.

## **2. APOLOGIES**

Apologies were submitted on behalf of:

Councillors: Julie Johnson and Chauhdry Rashid.

Samera Ali, Parent Governor Representative and Richard Potter, Roman Catholic Representative.

Cllr Martin Straker Welds submitted apologies as he would have to leave early.

## **3. ACTION NOTES**

(See document No 1)

### **RESOLVED:-**

The action notes of the meeting held on the 22 March 2017 were confirmed.

## **4. UPDATE ON CHILDREN MISSING FROM HOME AND CARE**

(See documents No 2 and No 3)

Superintendent Paul Drover introduced the item. Debbie Currie, AD, Child Protection, Performance and Partnership and Nancy Meehan, Interim Head of Service undertook the presentation. In addition Chief Superintendent Claire Bell assisted with answering Members questions.

Members expressed concern that it had been requested when this was last discussed in October that 'key measures of success that will be used and the WMP to come back with case studies' which has not been provided.

In addition Ofsted identified that 'missing children do not always receive or are offered a return home interview (RHI)' – page 13 of the papers. However, it was not clear whether this was no longer the case.

### **RESOLVED:-**

- Progress with recommendation 1 was assessed by the Committee as 3: not achieved (progress made).
- To report back to the Committee in six months – 18th October 2017.



## **5. UPDATE ON CHILD SEXUAL EXPLOITATION**

(See document 4)

Superintendent Paul Drover introduced the item. Debbie Currie, AD, Child Protection, Performance and Partnership and Nancy Meehan, Interim Head of Service undertook the presentation. In addition Chris Neville, Head of Licensing, Jon Needham, School Advisor – Safeguarding and David Bishop Head of Service - Alternative Provision & Independent Education assisted with answering Members questions.

Members noted the progress made with the improvements made in the partnership arrangements.

### **RESOLVED:-**

- To report back to the Committee in six months – 18th October 2017.

## **6. WORKING WITH THE PREVENT DUTY**

(See document 5)

Waqar Ahmed, Prevent Manager and Tony Stanley, Chief Social Worker undertook the presentation.

### **RESOLVED:-**

- The committee will be in touch about a further update.

## **7. YOUNG PEOPLE AND HOUSING**

(See document 6)

Members from the Housing and Homes O&S Committee had been invited to attend this item.

Andy Pepper, AD, Children in Care Provider Services, Mike Walsh, Service Lead, Commissioning Centre of Excellence and Kalvinder Kohli, Head of Service, Prevention and Complex undertook the presentation.

### **RESOLVED:-**

- The Chair noted the issues raised and that officers were setting out a very wide agenda. Therefore the new Committee may wish to consider undertaking this as an item suitable for a fuller piece of work in 2017/18.

## **8. WORK PROGRAMME 2016-17**

(See document 7)

The work over the last 2 years was discussed, as was potential items for the 2017/18 work programme.

**RESOLVED:-**

- Members to provide any other suggestions that were not covered in the paper to the Scrutiny office by 5<sup>th</sup> May 2017.

**9. DATES FOR FUTURE MEETINGS**

The dates were noted.

**10. REQUEST(S) FOR CALL IN/COUNCILLOR CALL FOR ACTION/PETITIONS RECEIVED (IF ANY)**

A call-in request for the contract award for early years health and wellbeing service had been received and will be discussed on Tuesday, 2<sup>nd</sup> May 2017 at 9.30am. Cllr Barry Bowles, Deputy Chair, will be chairing due to the Chair having a pecuniary interest.

**11. OTHER URGENT BUSINESS**

The Committee thanked Cllr Barnett for her excellent chairing and hard work.

**12. AUTHORITY TO CHAIRMAN AND OFFICERS**

**RESOLVED:-**

That in an urgent situation between meetings the Chair, jointly with the relevant Chief Officer, has authority to act on behalf of the Committee.

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The meeting ended at 15.56 hours.

**BIRMINGHAM CITY COUNCIL**

**SCHOOLS, CHILDREN AND FAMILIES OVERVIEW AND  
SCRUTINY (O&S) COMMITTEE – PUBLIC MEETING**

**9:30 hours on Tuesday 2 May 2017, Committee Room 6 – Actions**

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**Present:**

Councillor Barry Bowles [Acting Chair]

Councillors: Sue Anderson, Matt Bennett, Kate Booth, Debbie Clancy, Shabrana Hussain, Chauhdry Rashid, Julie Johnson and Martin Straker Welds.

Other Voting Representatives: Sarah Smith, Church of England Diocese.

**Also Present:**

Cllr Brigid Jones, Cabinet Member, Children, Families and Schools

John Denley, AD, Commissioning Centre of Excellence

Seamus Gaynor, Head of Strategic Management

Emma Leaman, AD, Education and Infrastructure

Pip Mayo, Service Lead, Commissioning Centre of Excellence

Amanda Simcox, Research & Policy Officer, Scrutiny Office

Benita Wishart, Overview & Scrutiny Manager, Scrutiny Office

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The whole of the meeting would be filmed except where there were confidential or exempt items.

**2. APOLOGIES**

Apologies were submitted on behalf of:

Councillor Susan Barnett and Evette Clarke, Parent Governor Representative who are unable to take part as they have a pecuniary interest.

Richard Potter, Roman Catholic Representative also submitted his apologies.

### **3. REQUEST FOR CALL IN – CONTRACT AWARD FOR EARLY YEARS HEALTH AND WELLBEING SERVICE (CO208)**

(See document No 1)

Sarah Smith, Church of England Diocese declared a non-pecuniary interest.

Councillor Barry Bowles explained that he would be chairing the meeting as Cllr Susan Barnett was unable to take part in the meeting due to a pecuniary interest.

Cllr Matt Bennett and Cllr Debbie Clancy had requested the call in as they felt it met the following criteria:

4 - the Executive appears to have failed to consult relevant stakeholders or other interested persons before arriving at its decision;

5 - the Executive appears to have overlooked some relevant consideration in arriving at its decision;

6 - the decision has already generated particular controversy amongst those likely to be affected by it or, in the opinion of the Overview and Scrutiny Committee, it is likely so to do;

7 – the decision appears to be particularly “novel” and therefore likely to set an important precedent;

8 - there is a substantial lack of clarity, material inaccuracy or insufficient information provided in the report to allow the Overview and Scrutiny Committee to hold the Executive to account and/or add value to the work of the Council;

9 - the decision appears to give rise to significant legal, financial or propriety issues.

Cllr Brigid Jones, Cabinet Member, Children, Schools and Families; John Denley, AD, Commissioning Centre of Excellence, Emma Leaman, AD, Education and Infrastructure and Pip Mayo, Service Lead, Commissioning Centre of Excellence advised why the decision was made and provided details of the previous and future consultations and the previous and future equality analysis.

#### **RESOLVED:-**

That the decision made by Cabinet on the 18<sup>th</sup> April 2017 was not ‘called-in’ (by a vote of 7 votes to 2, with one abstention). However, a letter would be sent to the relevant Cabinet Members highlighting the following concerns:

- There was a lack of transparency, clarity and information contained within the Cabinet report, albeit not to the extent that would warrant a call in. It was felt that there should have been sufficient information available from the previous equality impact assessments and from information gathered during previous consultation and procurement exercises to produce at least a draft or provisional equality impact assessment which, if necessary, could have been presented as part of the private report.
- On several occasions officers stressed the financial and other costs that would be incurred as a result of any delay if this decision were called in. In our view the possibility of a call in is one that is perfectly foreseeable and therefore officers



should ensure that appropriate time is built into the decision making process so that no extra costs can be incurred because decisions are 'called-in'.

**4. REQUEST(S) FOR CALL IN/COUNCILLOR CALL FOR ACTION/PETITIONS RECEIVED (IF ANY)**

None other than the call in discussed today.

**5. OTHER URGENT BUSINESS**

The Committee thanked Benita for her hard work and wished her well.

**6. AUTHORITY TO CHAIRMAN AND OFFICERS**

**RESOLVED:-**

That in an urgent situation between meetings the Chair, jointly with the relevant Chief Officer, has authority to act on behalf of the Committee.

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The meeting ended at 10.50 hours.



## Schools, Children and Families Overview and Scrutiny Committee – 12<sup>th</sup> July 2017

### SWOT Analysis – Cllr Brigid Jones, Cabinet Member Children, Families and Schools

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Stable Leadership.</li> <li>• Education improvement plan Years 1 and 2 delivered. We have a much more coherent, improved and robust set of services.</li> <li>• The 17/18 Education Improvement Plan contains robust plans for each of the 21 service areas.</li> <li>• Children's Social Care we have stable and manageable caseloads, agency use down (although still too high) and staff turnover this year, and is focused on its agreed improvement plan.</li> <li>• Ofsted have acknowledged significant progress and well-motivated staff.</li> <li>• Birmingham Education Partnership demonstrating impact on school improvement and holding all schools together.</li> <li>• Whistleblowing policy in place and working effectively in enabling staff and partners to raise concerns.</li> <li>• Birmingham Curriculum Statement led by the Council and welcomed by schools. UNICEF Rights Respecting Award work recognised nationally.</li> <li>• Corporate parenting more embedded with mentors, business sponsorship for awards, Council tax exemptions.</li> <li>• BCC's communications with and relations with schools much stronger.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Inclusion in schools is weak in this city. Our population of children out of mainstream provision is unsustainably high.</li> <li>• Whilst practice in individual areas is good, the overall SEN system is weak. Inclusion Commission now consulting on its plans after 9 months work.</li> <li>• Children's Social Care - still variable quality of practice, delays in care proceedings and in some areas insufficient care planning for young people in residential placements.</li> <li>• Corporate Parents; greater focus needed on securing apprenticeships and other opportunities.</li> <li>• Recruitment and retention of experienced social work practitioners.</li> <li>• Educationally, large gaps remain between the most advantaged and most disadvantaged young people.</li> <li>• Uncertainty in national government policy makes it hard to plan service delivery.</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• New forms of school improvement funding available and BEP has submitted bid.</li> <li>• The Early Years Health and Wellbeing contract now out for consultation presenting an exciting new way to redesign the multiple services more coherently.</li> <li>• We are moving to a shadow Children's Trust for children's social care in September 2017.</li> <li>• Improving partner relationship through BSCB and Early Help &amp; Safeguarding Partnership – new 'Right Service, Right Time' partner document.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Trust development must not become a distraction from the improvement agenda.</li> <li>• The Early Years Health and Wellbeing offer doesn't have the budget it once had, and as such services in some places may reduce.</li> <li>• The Early Years Education sector is facing budget pressures and services will need to adapt. Purdah has led to delayed implementation and threats to budget savings required</li> <li>• Schools are under massive budget pressures even though the new national funding formula is not in the government's legislative programme</li> <li>• Significant savings challenge in children's social care and related services.</li> </ul>





**REPORT OF THE IMPROVEMENT QUARTET:  
COUNCILLOR JOHN CLANCY, COUNCILLOR BRIGID JONES, STELLA MANZIE AND  
COLIN DIAMOND**

**CHILDREN'S SOCIAL CARE AND EDUCATION: IMPROVEMENT AND CHALLENGES**

**The motion:**

**The Council welcomes and notes progress in children's social care and in education, and notes progress on the voluntary trust arrangement for children's services.**

**1. Introduction**

At the meeting of the Council on 1 December 2015 it was agreed that, in addition to routine performance reports to Cabinet and the work of the scrutiny function, there would be a six-monthly report to Council on progress in children's social care and in education. This is the third of these reports.

**2. Leadership of Children and Young People's Services**

In April 2017, the Council reorganised the overall leadership of Children and Young People's Services as part of a wider reorganisation of the Corporate Leadership Team and Future Operating Model. The statutory Director of Children's Services and Director of Adult Services remits have been vested in separate posts. An interim Corporate Director for Children and Young People/Director of Children's Services has been appointed to lead on the establishment of the Children's Trust and continue the improvement journeys for children's social care and education.

**3. Children's Social Care**

**3.1 Background**

Previous reports to Council have set out in detail the long term difficulties and underperformance in children's social care, including the findings of external inspections and reviews and the appointment of Commissioners. Those led to significant investment in the service, setting up a clear and consistent operational model, the establishment of clear lines of accountability through the "Quartet", and changes to partnership approaches, particularly through the Strategic Leaders Forum, the establishment of the Birmingham Education Partnership and the Early Help and Safeguarding Partnership.

Council noted the work that had commenced on setting up a voluntary Children's Trust, in the context of developing and sustaining good practice with a single focus on improving outcomes for Birmingham's most disadvantaged children and families against a backdrop of financial pressures. Agreement to set up a Children's Trust was made at Cabinet in January 2017. The Birmingham Children's Trust is seen as a vehicle to be able to attract and retain social workers, offer a competitive salary, and ensure good working conditions where staff

are well managed and supported alongside intelligent commissioning with a Board focussed upon delivery.

The early help and children's social care service now has a clear and consistent structure, a stable management group and reduced staff turnover. The service responded well to the Ofsted full inspection in September 2016 without service disruption, and there is growing confidence in and evidence of purposeful direct work with children and families.

A children's social care infographic and the May 2017 scorecard for children's social care are appended as **Appendix A and B respectively**.

### **3.2 Ofsted inspection 2016**

Ofsted conducted a full inspection of Birmingham children's social care in September/October 2016. The inspection was intense and forensic and, whilst it provided a good deal of detailed learning to help shape our continuing improvement, there were no surprises in that our self-assessment before the inspection identified the same key issues.

The Ofsted inspection provided very valuable learning to the Council and partners and highlighted matters that still needed to be addressed. The proposed move into a Children's Trust with a single focus on excellent practice with vulnerable children and families will assist with addressing those matters.

Ofsted judged that the Council remained inadequate overall but with three areas of improvement rated as requires improvement (e.g. looked after children, care leavers and adoption). Their general conclusion was that once cases are allocated and worked with they could see improvement but there was often delay (some historic) in cases getting through the front door - "CASS/MASH" (Children's Advice and Support Service/Multi-Agency Safeguarding Hub) - and out to the areas in a timely way. Another area for concern was the need to improve partnership working across the system with more early help work with families from other agencies and better working with the Police and others in child protection.

In response to the inspection a new improvement plan was developed incorporating the Ofsted recommendations. A focus of the improvement has been the continued development with partners of the front door (CASS/MASH) to make referral easier and to be more responsive. We now have a "call abandoned" rate of under 5% and no delays in processing e-mail referrals. Work that can be passed to early help or family support is now done so quickly. We track referrals in our system by running a data report twice a day with the aim of processing all contacts (over one thousand a week) within 48 hours.

There has been a similar drive to improve our processes with partners for children at risk of child sexual exploitation (CSE) and who go missing from home or care. In April this work was presented to the Schools, Children and Families Overview & Scrutiny Committee, who have helpfully kept a focus on these areas and they commented on the good progress.

We continue to strengthen our case audit system, including social work reflection and parents' feedback. Case audit is critical to drive practice improvement. Learning from cases and from complaints is gathered together into a quarterly learning bulletin.

### **3.3 Ofsted monitoring visit 2017**

Ofsted returned on 9 and 10 May 2017 for a monitoring visit focusing on our front door CASS/MASH, and on CSE and Missing. A letter with the findings of the monitoring visit was published in June. Ofsted found that:

- Birmingham children's services have made steady progress and taken some important steps in improving services.
- Since the last inspection leaders and managers have worked hard to make a range of necessary improvements.
- Although substantial further progress is required before services are consistently good, in a number of key areas children in Birmingham are receiving better and timelier services and this represents notable progress.
- From a low base, the focused efforts by the Council and its partners have improved the quality of services for young people at risk of sexual exploitation or who go missing.

Ofsted again commented on the good morale of the staff they met with.

### **3.4 Children's Trust**

In July 2016 the Council's Cabinet formally agreed the case for change and in January 2017 the establishment of a Trust was agreed as a wholly owned company.

Since then:

- there has been engagement with staff, trade unions and partners and further work on clarifying Trust scope and funding requirements.
- Andrew Christie has been appointed Trust Chair in accordance with the all-party appointments procedures of the Council.
- the Trust Chief Executive has been recruited and will start on 14 August 2017.
- six non-executive directors have been appointed.
- governance, accountability and assurance arrangements, including Articles of Association and a Memorandum of Understanding between the Council and the DfE have been prepared. Subject to testing and refinement during the shadow period, these will form the basis of a Service Delivery Contract between the Council and the Trust.

On 25 July 2017, Cabinet will consider a report on:

- children's social care and related support services in scope to transfer to the Trust.
- the approach to the transfer of staff from the Council to the Trust at April 2018.
- the indicative 2018/19 Trust budget.

Partners have indicated support for the Trust as an opportunity for better integration and collaborative working. Partners have been involved in programme management and shadow governance arrangements. Recognising that the Trust would be part of a wider system of agencies and partners which share the aim of securing better outcomes for children and young people, there is a commitment to building stronger relationships and behaviours around a shared vision, values and leadership of the system.

Throughout this process there has been recognition of the importance of staff and managers delivering the service not being destabilised or distracted, but being informed and having opportunities for engagement.

### **3.5 Workforce**

The early help and children's social care service has remained calm and stable during Children's Trust discussions and it has responded well to Ofsted scrutiny. Staff remain enthusiastic and committed.

Recruitment and retention remains a key issue including improving the quality and capacity of the workforce. Agency staff numbers have fallen by about 40 to 20% in the last 6 months, but it is still proving difficult to recruit and retain experienced social workers because of the limitations of the Council's current pay scheme. It is intended that the Children's Trust will enable greater focus and flexibility in workforce matters.

### **3.6 Summary statement**

Although there are still significant challenges ahead, it is pleasing to note many of the improvements cited in the Ofsted inspection report and monitoring visit. This demonstrates that the Council is well on track to moving out of inadequate and that over the last two years solid foundations have been secured and improvements are being realised. This administration is not complacent and it is recognised that improvement like this takes time and tenacity. The voluntary Children's Trust arrangements, with Andrew Christie as the Chair and a full Board in support, will provide confidence in this improvement continuing. Our focus in coming months will be on ensuring that good practice is fully embedded and the improvements made are further developed and consolidated.

## **4. Education**

### **4.1 Background**

In September 2014, the Secretary of State appointed Sir Mike Tomlinson as Education Commissioner in response to the issues that emerged following publication of the Trojan Horse letter and 21 Ofsted inspections of academies and schools. From September 2014 until July 2016, the Education Quartet met fortnightly to oversee delivery of the Education Improvement Plan which had been signed off by the Secretary of State in January 2015. Sir Mike reported monthly to the Secretary of State and the Council's Chief Executive. Overall, he reported rapid progress and over 90% of the Education Improvement Plan was delivered on time (the remaining elements were not critical to the recovery journey from Trojan Horse). Feedback from DfE, Ofsted and local stakeholders was positive. The strength of the political and officer leadership was recognised. In view of the progress and capacity to improve further, the Education Commissioner's tenure was ended by the Secretary of State in July 2016.

### **4.2 Maintaining progress post-intervention**

The challenge was then to maintain progress at the end of the intervention and incorporate plans to strengthen further the Council's leadership, management and capacity of education into "business as usual" planning. At the heart of the recovery journey has been the establishment of effective partnerships following the isolation and fractured working relationships that were a feature of the Trojan Horse years. The Birmingham Education

Partnership (BEP), a headteacher led organisation with over 300 members, now works in strategic partnership with the Council to deliver its school improvement duties via a 3 year contract. The Council now knows all schools in the city much better and the quality of targeted intervention in vulnerable schools has improved strongly. Schools are no longer isolated and vulnerable to the pressures from non-violent extremism.

#### **4.3 Partnership working**

The Council meets monthly with BEP, DfE/Regional Schools Commissioner and Ofsted at the Education Improvement Group to ensure a joined up approach to working with maintained schools, academies/free schools and independent schools. There is an annual stocktake of progress chaired by the National Schools Commissioner who advocates Birmingham's approach to other core cities.

The Education Sub-Group of the Birmingham Safeguarding Children Board is performing well with 100% representation from across the city including early years and general further education colleges. Schools are very supportive and 94% of them have completed the statutory S175 Safeguarding audit on time in April 2017.

#### **4.4 BEP's engagement with schools - September 2016 to August 2017**

The Council contracts BEP to deliver school improvement targeted activity for maintained schools identified as causing concern. Through a systematic approach with clear processes and procedures of intervention identified by levels of the concern, BEP brokers the delivery of improvement activity for schools causing concern. BEP takes a lead role in the co-ordination of a system-led improvement against a set of key performance measures included in the contract.

The contract is closely monitored by the Contract Management Group, whose aim is to optimise the impact, efficiency and effectiveness of the contract. This group meets 6 times per year and reviews management information, performance against KPIs, Ofsted outcomes and the annual service plan which includes the measured progress of the identified key priorities for specific development across all Birmingham schools.

During the academic year 2016/17 BEP has worked with all Birmingham schools and has continued to gather soft intelligence to inform both BEP and the Council on the position of schools across the city. The school improvement specific areas of foci, based on data, research and the information gathered during the academic year 2015/16 were Reading at KS2 and Raising the Attainment of Disadvantaged Youngsters (RADY) in KS3/4. End of KS2 results will give an indication of progress of the schools targeted in reading and an evaluation of the Rapidly Raising Reading project is in stream. The RADY project concentrated on strategic approaches to raising attainment of disadvantaged youngsters and is not measurable in the first year by pupil outcomes. Engagement of the secondary schools both maintained and academy has been productive in a series of good practice sharing events.

There has been a range of other engagement activities during the 2016/17 academic year, including District Strategy Group meetings, Ofsted training events and Peer to Peer reviews and training.

## 4.5 Quality of school provision

A key element of the BEP contract is to support schools in raising standards and securing positive judgements following an inspection. The following quote is one of many that can be found in recent Ofsted reports of Birmingham schools where, with targeted and systematic support, monitoring and challenge from BEP, a Good judgement has been secured from a previous position of Requires Improvement:

“The school has received helpful support and challenge from the Birmingham Education Partnership. The school also liaises with a number of neighbouring schools with regard to standards and checking the quality and accuracy of assessment.”

Primary School report – March 2017

## 4.6 Current Ofsted position

LA Maintained

Phase	Total Schools	Outstanding		Good		Requires Improvement		Inadequate	
		Count	%	Count	%	Count	%	Count	%
Nursery	27	14	52%	13	48%	0	-	0	-
Primary	189	40	21%	123	65%	21	11%	5	3%
Secondary	26	6	23%	13	50%	3	12%	4	15%
All Through	2	1	50%	0	-	0	-	1	50%
Special	24	12	50%	9	38%	2	8%	1	4%
PRU	1	0	-	1	100%	0	-	0	-
<b>Total</b>	<b>269</b>	<b>73</b>	<b>27%</b>	<b>159</b>	<b>59%</b>	<b>26</b>	<b>10%</b>	<b>11</b>	<b>4%</b>

Good/Outstanding		Special Measures	
Count	%	Count	%
27	100%	0	-
163	86%	5	3%
19	73%	4	15%
1	50%	1	50%
21	88%	1	4%
1	100%	0	-
232	86%	11	4%

Academies

Phase	Total Schools	Outstanding		Good		Requires Improvement		Inadequate	
		Count	%	Count	%	Count	%	Count	%
Nursery	0	0	-	0	-	0	-	0	-
Primary	109	19	17%	59	54%	24	22%	7	6%
Secondary	54	20	37%	22	41%	6	11%	6	11%
Secondary	52	19	37%	22	42%	6	12%	5	10%
All Through	2	1	50%	0	-	0	-	1	50%
Special	3	1	33%	1	33%	0	-	1	33%
PRU	4	0	-	2	50%	1	25%	1	25%
<b>Total</b>	<b>170</b>	<b>40</b>	<b>24%</b>	<b>84</b>	<b>49%</b>	<b>31</b>	<b>18%</b>	<b>15</b>	<b>9%</b>

Good/Outstanding		Special Measures	
Count	%	Count	%
0	-	0	-
78	72%	7	6%
42	78%	4	7%
41	79%	3	6%
1	50%	1	50%
2	67%	1	33%
2	50%	1	25%
124	73%	13	8%

The above includes all open schools within Birmingham which have had an Ofsted inspection. Where an establishment has not been inspected since becoming an academy, the inspection of the previous establishment is used. Free schools without an inspection are not included as there is no previous establishment to match to. New free schools without an inspection are not included.

*\*Includes all published outcomes to 12<sup>th</sup> June 2017*

## 4.7 Academic performance 2016/17

The Key Performance Indicators (KPIs) contained within the contract need to be revised in light of the changes in assessment, school performance measures and the changes to the overall contract. Because of this the data from 2015/16 will be comparable to 2016/17 but not to previous years.

BEP's Academic Performance Report will be based on the first release of unvalidated data for primary and secondary schools. The unvalidated data is released in the Autumn term. The validated data will be released at the end of 2017 and beginning of 2018.

Priority action planning by BEP will be based on the analysis of the unvalidated data.

#### **4.8 Funding of BEP**

Funding for the Council's school improvement contract with BEP is secure until March 2018 as Schools Forum approved £1.080m for the financial year 2017/18. The Council was not able to supplement this funding as in the first year of the contract the Education Support Grant from the DfE was ended which resulted in the Council losing around £9m. The DfE has re-introduced some funding for school improvement in maintained schools and it is anticipated that c.£450k will be allocated to the Council in September 2017 (assuming there is no change of policy following the General Election). Most of the c.£450k will be allocated to BEP but a small amount must be retained by the Council to provide school data management. The funding position will be reviewed in the Autumn. If no funding streams are secured, the Council will have to give six months' notice to terminate the contract.

#### **4.9 Safeguarding in education**

Improving safeguarding and governance were core ingredients of the original Education Improvement Plan. Work continues to strengthen and consolidate progress. Safeguarding in Education is now co-ordinated by a dedicated Assistant Director. To ensure effective multi-agency working on child protection, there are senior education professionals embedded in the CASS/MASH children's social care front door. This has led to better management of referrals from schools. Capacity has also been increased to manage children educated at home (EHE – elective home education). We now know much more about this group, their motives for EHE and keeping them visible via safe and well checks. We have now set up a virtual school for EHE to begin to build in wider curriculum opportunities. Ofsted's monitoring visit in June 2016 revealed that too many children had been out of school for too long. This has now been addressed and numbers have dropped. All children out of school now receive some form of education, normally one-to-one or small group tuition, as a holding operation whilst their long-term placement is secured.

Capacity has also been increased to ensure greater support for headteachers and governors in our schools who face challenges from socially conservative elements of the community. This can manifest as reticence from parents about some aspects of the curriculum (PSHE, sex education, mixed swimming, music, RE etc.) or dress codes in school. The Council has a unique Curriculum Statement, signed by Cabinet Members and underpinned by the 2010 Equalities Act, which states unequivocally that all Birmingham children are expected to study the full range of subjects as an entitlement.

The Council has also adopted the No Outsiders approach, produced by a local school, to ensure that all groups protected by the 2010 Education Act are included. Almost 200 schools have now signed up to the UNICEF Rights Respecting Award (including nurseries and special schools) which enables pupils to understand the importance of fundamental British values through participation and engagement. All schools have been trained on the Prevent duties as required, but the UNICEF and No Outsiders approaches are the routes to long-term



community cohesion for young people. Additionally, a bank of inclusive curriculum materials and approaches is being developed for storage on the BEP portal.

#### **4.10 Addressing safeguarding risks**

The biggest risks in education now lie in the independent school sector and the unregulated sector. There are over 50 independent schools in the city ranging from old-established schools to new ones that regularly appear. There had been a number of unlawful independent schools operating but they were closed following highly effective collaboration between Ofsted, DfE and the Council. As a result of issues raised with Ofsted and DfE, Ofsted strengthened its approach to suspected unlawful schools. For those independent schools operating lawfully, we have created an Independent Schools Forum which runs in parallel with all the other school fora. It has been well received and over 100 representatives attended the most recent meeting. Most of these schools now complete the statutory annual S175 safeguarding audit.

However, as a result of whistleblowing which has regularly raised concerns about issues including teaching of extremist views, physical punishment and unsuitable proprietors, we have worked closely with Ofsted, West Midlands Police/Counter Terrorism Unit and DfE to investigate. As a result, some schools have closed and others been threatened with removal of their registration by DfE.

Finally, it is difficult to quantify risk in the unregulated sector. We have produced guidelines on safeguarding for the unregulated sector which were well received. But we have few formal powers here and the risks that these places could be used to inculcate extremist views cannot be adequately assessed.

#### **4.11 Inclusion**

The Inclusion Commission, established by Cabinet Member Councillor Brigid Jones, has now agreed the way forward for special educational needs and disabilities in Birmingham and that is now out to consultation.

The Commission was chaired by Professor Geoff Lindsay from the University of Warwick, a recognised national expert.

There was full participation from parent groups, health, social care and education. Birmingham now has a clear way forward to address its over-reliance on special school places outside the city and to develop its own internal capacity.

The draft strategy outlines the direction of travel for the next 3 years and includes a high level implementation plan to guide the necessary actions.

The work will include developing the provision in the city to ensure all mainstream schools are inclusive and well-funded to meet a wide range of needs and also that the city's special school sector can cater for complex needs and provide for young people up to the age of 25.

There will be a strong focus on using all available resources more effectively and bringing expenditure under control. Close monitoring of expenditure and work to reduce the costs of independent provision are already underway.

#### **4.12 Travel Assist**

The service was the subject of a root and branch review in Autumn 2016. Since then great progress has been made to modernise the service and address previous issues. A Strategic Steering Group has been established which oversees these improvements.

Changes include a full benchmarking review of delivery against other Local Authorities, greater contract management to make providers more accountable, re-establishing relationships with headteachers and key stakeholders such as SENDIASS, Elected Members and the parent carer forum. In addition, an Independent Travel Training Programme has been introduced. A new Head of Service has been appointed and a staffing redesign has been completed. The service has also just purchased a routing system that will reduce costs and the time children spend on transport. Complaints have dramatically reduced, and the team are working hard to meet with parents and headteachers to talk through options for the Autumn term 2017/18.

However, challenges remain in delivering such a major change programme for a large service (4,000 children on specialised transport). Improvements need to continue to be made to communications and internal processes to handle the number of enquiries the team receives on a weekly basis and there are still issues with the reliability of some routes. Monthly budget meetings are held with finance colleagues to ensure that the service can meet its saving targets and there will be a new commissioning process to re-procure the transport provision.

#### **4.13 Fair Access and In-Year Admissions**

A new co-construction approach, with headteachers, in the delivery to fair access and in-year admissions is making good progress and consultation with schools on a new Fair Access Protocol is scheduled for the Summer term. This will enable a streamlined, transparent and equitable approach to in-year admissions for vulnerable children that is co-ordinated across all schools.

#### **4.14 Early Years Health and Wellbeing Offer**

Procurement of a lead organisation to deliver the Early Years health and wellbeing offer will extend and embed partnerships between education, health, social care and the third sector. The new offer will bring together the services currently delivered by health visitors, children's centres and various parenting support services into a fully integrated Early Years Health and Wellbeing Service within one single system. The procurement process has been completed and a new lead organisation, Birmingham Community Healthcare NHS Trust, was announced on 9 June.

A second phase of public consultation is being held from 19 June until 17 August 2017, to consult the public on the changes proposed at a local level. The consultation will seek views on proposed delivery locations and opening hours and will seek views to inform the final model. It is proposed that the model will deliver services based on the 10 districts, and there will be at least one children's centre hub in each. The hubs will be open from 9am-5pm Monday to Friday. Extended opening hours from 5pm-8pm in the evening will be available at least once a week and one weekend a month, either Saturday or Sunday, where local parents need and use them most. In addition it is proposed that there will be a number of

satellite delivery sites that will offer some form of service delivery on a sessional basis (i.e. three hour weekly sessions) in a number of other locations within the local community. There will also be Well-baby Clinics run by Health Visitors at a number of GP practices and health centres across the city. These clinics will provide parents with additional opportunities to access support on a number of issues, for example the health and development of babies, and children.

The focus for the development of the new model has been on the delivery of services rather than the buildings they are delivered from, which has enabled more of the resource to be protected for front-line delivery. A separate process of consultation for affected staff will take place and will be informed by the outcomes of the public consultation to enable meaningful discussions.

Work on the mobilisation of the contract is continuing in partnership with the new lead organisation, with many complex issues to work through particularly connected to the current children's centres buildings and IT systems. A comprehensive project management plan is in place.

#### **4.15 School places**

Birth rates have declined for the Nursery and Reception cohorts in 2017. Conversely, as net migration increases, there is pressure for places in some parts of the City in years 1-6 and schools are being approached to open additional "bulge" classes to help meet this demand. Demand for secondary places is growing and this is set to continue until 2021. The Education Infrastructure team has been working very constructively with the Education and Skills Funding agency on the location and opening times of four Free Schools approved by the DfE in Wave 12. It has been agreed that all four of these schools will be in areas identified by the Council as priority need. There is sufficient capacity to meet increased demand in 2017 and we expect there to be an appetite among existing schools for sufficient new places to be created until Free Schools are opened from 2019/20 onwards.

#### **4.16 Summary statement**

The long-term challenges relate to securing social cohesion in this diverse city. We have not yet harnessed the voices of children and young people when planning for the Birmingham of the future. Now is the time to do that. The risks of greater social fragmentation are all too apparent. 64% of young people from Edgbaston go to university: 11% of young people from Shard End (HEFC figures). Trojan Horse was rooted in lack of aspiration for British Pakistani children and we know that economic alienation is a road to extremism. The direction of travel on education attainment and progression into secure adulthood, as illustrated by the figures above, must inform radical planning horizons for the future.

The latest Education infographic is attached as **Appendix C**.

#### **Appendices**

Appendix A: Infographic children's social care

Appendix B: Performance scorecard children's social care

Appendix C: Infographic education service

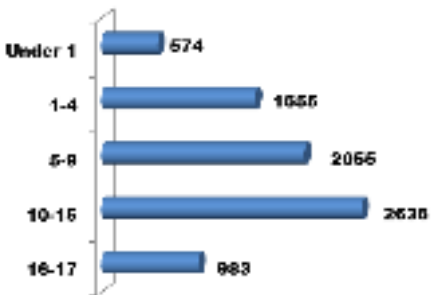
# Children's Social Care Birmingham (May 2017)



**Net Budget**  
**162.5M**

**Ages**

**% Ethnicity Breakdown**



Percentage of 0 to 17	England	Birmingham	BCC
White	80	43	47
Mixed/multiple ethnic group	5	10	14
Asian/Asian British:	10	36	23
Black/African/Caribbean/Black British	5	11	16

**7803**  
**Open Cases**



**2081**

families supported by  
Family Support/Think  
Family



**101**

The number of children matched  
for adoption in 16/17



**971**

Children  
with a CP  
Plan

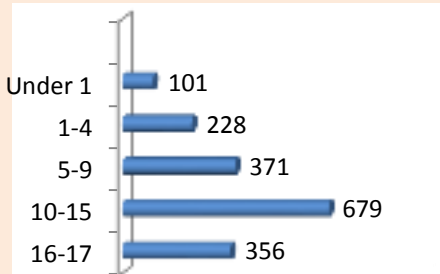


- **119** unaccompanied asylum seekers
- **349** children in families with no recourse to public funds
- **498** BCC Foster Carers



**1735**

Children in Care  
who are aged:



**35.80%**

YOS reoffending rate  
Eng & Wales 38.0%



**4**

Homes for  
disabled children

**655**

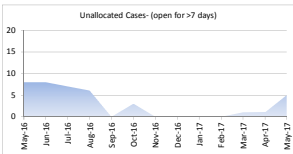
Disabled  
Children

1.) Number of unallocated cases (open >7 days)

	Prev. 6 months average	May-17	EAST	NWC	SOUTH	DCSC	Other Citywide Teams
Unallocated (open >7 days)	1	5	1	4	0	0	0
Total number of open cases	7,413	7,715	1,853	2,066	1,971	665	1,160
% of unallocated cases	0.0%	0.1%	0.1%	0.2%	0.0%	0.0%	0.0%
Target		0					
Performance rating							
Trend							

Note: Citywide Teams are UASC, NRPF, and the Homeless Team

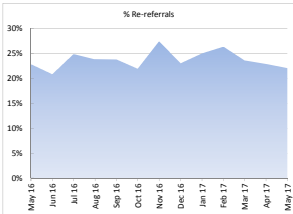
This indicator is of open cases post CASS/MASH where there is no allocated social worker 7 or more days after referral. A report is sent to the heads of service each week, so the cases are ever changing. The small number in NWC has been raised with the AD.



2.) % Re-referrals (Monthly)

	Prev. 6 months cumulative	May-17
No. re-referrals	1,862	305
Total Referrals	7,508	1,382
Re-referrals %	25%	22%
Target		24%
Performance rating		
Trend		

National average	22%
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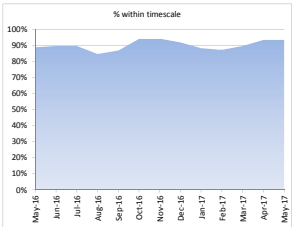
Our referral rate is stable over time although there are small monthly variations. We have moved into a new front-door model and we will monitor the impact on contacts, referrals and re-referrals carefully. The rate meets the national average.

3.) Family assessments completed in timescale (45 working days incl. S47)

	Prev. 6 months average	May-17	EAST	NWC	SOUTH	DCSC	Other Citywide Teams
No. inside	1,178	1,218	395	397	353	25	48
No. outside	122	86	12	40	19	4	11
Total	1,301	1,304	407	437	372	29	59
% Inside	91%	93%	97%	91%	95%	86%	81%
Target		85%					
Performance rating							
Trend							

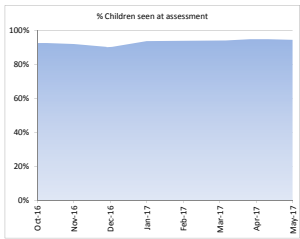
National Average	83%
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The timeliness of assessments is important to prevent drift and we are doing well in relation to 45 days. We want to see more assessments completed within 20 days in AST1 and a greater focus on short-term interventions. We now have around 90% of assessments completed in time over last 6 months. The disability teams have improved their performance.



4.) % Children seen at Assessment (S17 and S47)

	Prev. 6 months average	May-17
Assessments completed	1,280	1,251
Children seen	1,192	1,183
% Seen at Assessment	93%	95%
Target		90%
Performance rating		
Trend		

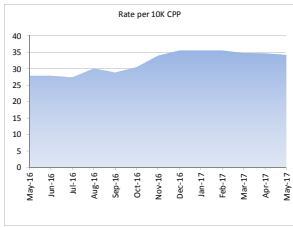


Children seen is a good proxy measure for quality of assessment. The focus on this indicator has led to substantial improvement.

5.) Number of children with a Child Protection Plan - Snapshot as of month end

	Mar-17	May-17	EAST	NWC	SOUTH	DCSC	Other Citywide Teams
No of CPP	988	971	275	308	355	20	13
Rate per 10K	35	34	26	28	52	-	-

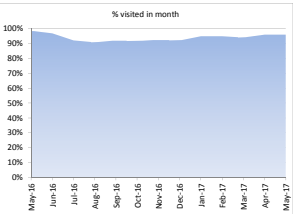
National average per 10K	43
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Our rate per 10,000 of children who are the subject of a child protection plan are still below the national average but have increased by nearly 20% this year, but has reduced slightly in last months. This increase may be the impact of Ofsted inspection combined with a better front door CASS/MASH.

6.) % of child protection visits in the month

	Prev. 6 months average	May-17
At least one visit in a month		
Number of CPP visited	860	856
Number of CPP to be visited	911	878
% visited in month	94%	97%
Target		90%
Performance rating		
Trend		

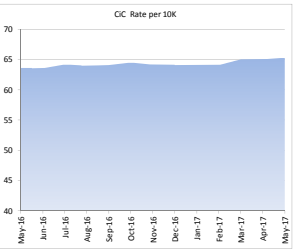


The standard is to see all children who are the subject of a child protection plan at least twice a month as this is a core social work activity. Visiting children on CP plans has increased significantly over last year, and we are now well above 90%

7.) Number of Children in Care (UASC excluded) - Snapshot as of month end

	Mar-16	May-17	EAST	NWC	SOUTH	DCSC	Other Citywide Teams
Total CiC	1,735	1,735	522	540	584	79	10
Rate per 10K (UASC included)	66	65	49	50	85	-	-
Target		1,670					

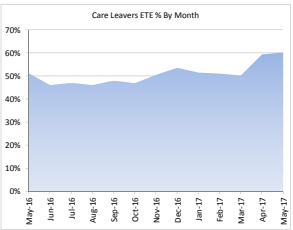
National average per 10K  
\* Since April 2015 18+ are excluded from the total CiC



The number of children and young people in care gradually reduced as intended in our improvement plan. Since April 2015 the number of unaccompanied asylum seeking children has increased to 120 and this has caused an overall increase in numbers of CiC in recent months. We also have a number of children who came here to relatives from Calais who have subsequently come into care.

8.) % of Care Leavers in Employment, Education or Training (ETE)

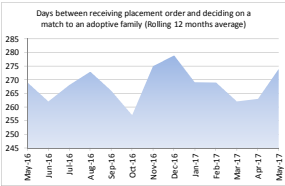
	Prev. 6 months average	May-17
ETE %	53%	60%
Performance rating		
Trend		



This indicator is looking at the employment/education position of care-leavers at 17, 18, 19, 20, and 21. This is a cumulative indicator. Last year 50% was achieved, about the national average but below the target set. The DfE have changed this definition to include 17 and 18 year olds and this explains the increase in performance.

9.) For those children who have been adopted, average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (Rolling 12 months in days)

	Prev. 6 months average	May-17
Average no. of days taken	270	274
Target		271
Performance rating		
Trend		

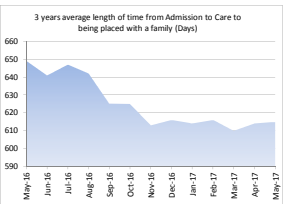


This indicator is a good measure of effectiveness of adoption process after Court has granted placement order. The yearly average in April 17 went up because a 6 year old girl who has waited over 4 years to be match, was placed with adoptive parents. We need more months data before we see the trend.

10.) 3 years average time between a child entering care and moving in with its adoptive family (in days)

	Prev. 6 months average	May-17
Average no. of days taken	614	615
Target		600
Performance rating		
Trend (3 years average)		

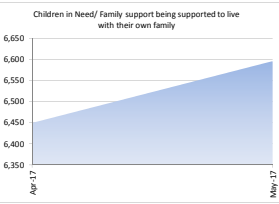
National average (3 years average)	593
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This national indicator looks back over the three last years and is therefore difficult to improve quickly. Also if we successfully place an older child who has been waiting a long time, it pushes our average up. We have gradually improved performance over time but are still above the national average.

11.) Children in Need/ Family support being supported to live with their own family

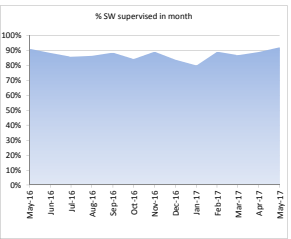
	Prev. 6 months average	May-17
No. of families open to the family support service	2,077	2,034
No. of children open to Assessment and Short Term Intervention Teams		1,730
No. of children open to the Safeguarding Teams		2,388
No. of children open to the DCSC Teams		445
Total		6,597



This is a new Council measure. We are combining the numbers of families supported through our family support service and our Troubled Families commissioned services (targeted early help) with the numbers of children who have a social worker but who are not in care.

12.) % of social workers who have had supervision (in month)

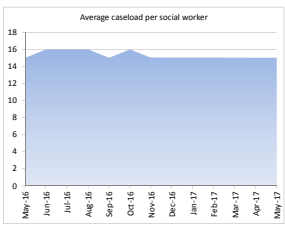
	Prev. 6 months average	May-17	EAST	NWC	SOUTH	DCSC	Other Citywide Teams
Supervisions	463	488	143	167	138	22	18
Total Staff	536	529	157	175	151	25	21
% supervised	86%	92%	91%	95%	91%	88%	86%
Target		83%					
Performance rating							
Trend							



Within a good service, we would expect to see all social work staff supervised at least 10 times per year. This would yield a percentage of 83% per month. This data is collected by PSS staff in local offices on spreadsheets.

13.) Average caseload of qualified social workers

	Prev. 6 months average	May-17	EAST	NWC	SOUTH	DCSC
Assessment Teams	16	16	18	15	15	-
Safeguarding Teams	16	16	15	17	16	-
Children in Care Teams	13	13	13	11	16	-
Average Caseload - City	15	15	15	15	16	13
Target		16				
Performance rating						
Trend						

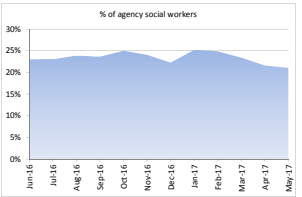


National average

Caseloads are steady at 15.

14.) % of agency social workers (including team managers)

	Prev. 6 months average	May-17
% agency social workers		22%
% agency team managers		13%
% agency staff	24%	21%
Target		15%
Performance rating		
Trend		



Overall, in all established posts that require a social work qualification, we now have 170 agency social workers (down from 195 in March). These are all covering vacant posts. We are waiting for more agency staff to convert and we have a new cohort of newly qualified staff being recruited.

Mid-2015 Population estimates

Population 0 to 17	
EAST	106,296
NWC	108,950
SOUTH	68,654

# Education Service Birmingham (May 2017)



## Pupils

- 205,867 pupils
- 114,749 State funded primary
- 74,817 State funded secondary
- 8,645 Independents

## Budget



**£19 million**  
controllable budget

## Schools

**447**  
Schools

	LA	Academy	Free	Total
Nursery	27			27
Primary	189	108	2	299
Secondary	26	48	7	81
Special	24	3		27
All Through	2	2	2	6
Pupil Referral Unit				1
Alternative			6	6
Total	268	161	17	447

+  
**Over 40**  
Independents  
+  
**1,542**  
Early Years PVIs

## School Population Overall



**BME**



**EAL**

**FSM**

**FSM**



**SEN**

Birmingham	66.6%	35.8%	28.9%	17.8%
Nationally	28.9%	17.3%	15.2%	15.5%

## Ofsted Ratings

May 2017



81%  
Good or Outstanding

24  
In special measures

81%  
Primary  
77%  
Secondary



**1,800**

**Virtual School** provides Education support to **1,849** children in care aged 0 to 25.



**7,600**

**SENAR** maintains **5,224** EHCPs and **2,388** statements for young people aged 0 to 25



**4,500**

**Travel Assist** supports over **4,500** children to travel to school.



**93%**

As of 2016 **32,300 (93%)** 3 and 4 year olds are benefiting from some kind of free early education.



**10,000+**

Since 2010, **10,454 additional primary places** have been created to meet increased pupil numbers.



**30,000**

**16,000** Primary and **14,465** Secondary applications received from parents of home applicants on the "National Offer Days" in 2016. This total is similar to Manchester and Leeds combined.



**280**

In 2015/16 the **Exclusions team** supported **280 permanently excluded** pupils back into education.



**2.7%**

On average between November 2016 and January 2017 **2.7%** of 16 to 18 year olds were classed as **Not in Education Employment or Training**. This was in line with the national average and better than the core city average





13 June 2017

Colin Diamond CBE  
Corporate Director, Children and Young People  
Birmingham City Council  
PO Box 16466  
1st Floor, Zone 6, 10 Woodcock Street Birmingham  
West Midlands  
B2 2DP

Dear Colin

### **Monitoring visit to Birmingham City Council children's services**

This letter summarises the findings of the monitoring visit to Birmingham City Council children's services on 9 to 10 May 2017. The visit was the first monitoring visit since the local authority was judged inadequate in November 2016. The team was Dominic Stevens and Jenny Turnross, Her Majesty's Inspectors.

The local authority is making steady progress, and has taken some important steps in improving services for its children and young people.

### **Areas covered by the visit**

During the course of this visit, inspectors reviewed the progress made in the area of help and protection, with a particular focus on referral and assessment arrangements, the application of thresholds for intervention, and services to children at risk of sexual exploitation and those who go missing from home. The visit considered a range of evidence, including electronic case records, observation of referral and advice officers, social workers and managers undertaking referral and assessment duties, focused meetings and other information provided by the local authority. In addition, inspectors spoke to family members currently receiving services and a range of staff, including managers, social workers and administrative staff.

### **Overview**

Since the last inspection, leaders and managers have worked hard to make a range of necessary improvements including successfully further embedding some well-established strength-based approaches to practice within an overall relationship-based model of social work. Although substantial further progress is required before services are consistently good, in a number of key areas children in Birmingham are

receiving better and timelier services. Against a long-standing history of failing to provide good services for children, this represents notable progress. Improved management oversight and good use of learning from practice evaluations has been central to achieving this improvement. When concerns about children's welfare are referred to the children's advice and support service (CASS), most are dealt with promptly. Improved management oversight is now ensuring that almost all children receive the right level of service. For a few children whose cases were considered by inspectors, earlier opportunities to intervene and provide help have been missed, consequently recent involvement has been triggered when chronic problems have become acute. When children are at immediate risk of significant harm, this is quickly recognised and effectively responded to. A minority of children assessed as being at lower levels of risk continue to experience some delay in receiving services. Better alignment between CASS and the Assessment and short-term intervention teams (ASTI) is helping to ensure that, when children's cases are passed to the ASTI teams, social workers quickly become involved and go out to visit them.

Improvements in management direction and oversight, along with more consistent use of a strength-based approach, mean that assessments of children's need are now largely completed without delay. In addition, assessments are now more child focused, with an improved quality of analysis in most cases. From a low base, the focused efforts by the authority and its partners have improved the quality of services for children and young people at risk of sexual exploitation and for those who go missing. Although much work still remains to be done for these services to be good, more children are now being offered and receiving return home interviews. Multi-agency meetings to consider the needs of children at risk of sexual exploitation are now considering cases in a timely manner and performance information and intelligence is being used more effectively.

## **Findings and evaluation of progress**

The local authority's practice evaluation document is being used effectively to understand and improve the quality of frontline practice. When inspectors reviewed the work undertaken with individual children, they found that evaluators' findings accurately reflected the strengths and weaknesses of casework to a great extent and that required improvement actions were appropriate to children's individual circumstances. Not only is this tool being used effectively with individual social workers to help them to improve their practice, but it is also being used in a targeted manner, for example in CASS, where aggregated findings have been used well to help focus improvement activity and drive up quality. As part of the wider approach to staff development and alongside consistently regular supervision and generally manageable caseloads, this has helped to ensure that staff understand and identify with the local authority's improvement agenda. Morale in the workforce is generally good.

The arrangements for receiving referrals about children in the CASS by telephone work well, and have improved since the inspection. The work of referral and assessment officers who receive telephone contacts is now overseen and guided by qualified social workers, who appropriately make key decisions. Referral information is being effectively recorded on the electronic case recording system, and a further improvement is the more routine recording and consideration of parental consent.

When referrals arrive in the CASS by email, the process for dealing with them works well, in most cases. However, for a few children, delays in uploading information means that assessments of children's needs are not always started as promptly as they could be. The CASS monthly performance scorecard is a positive development, but requires further development to have the desired impact. The inclusion of data analysis, targets and benchmarking information would support further improvements in performance.

Managers' oversight of children's cases and their grip on both decision making and workflow have improved. A new twice-daily report of all contacts being worked on has considerably enhanced managers' ability to monitor work and to ensure that children's cases are being progressed. Close, tenacious work with the police combined with a new procedure agreed with the police in October 2016 has resulted in there being no backlogs of referrals about children living in homes where there is domestic abuse being considered and dealt with. Children who are the subject of such referrals are now considered by the CASS within the same timeframe as all other referrals. This is a significant improvement, and it means that the potential for children to be living in situations of domestic abuse where risk is unassessed and they are not seen by professionals is managed and minimized.

Improved management oversight, alongside an increased use of a strength-based approach to practice, is making a positive difference. It is helping to ensure that 'threshold' decision making about what level of service is right for individual children is more child focused and appropriate in a large majority of cases. When children referred to CASS are at immediate risk of significant harm, this is quickly recognized in almost all cases. Child protection strategy discussions are held swiftly. They are routinely attended by the majority of key partner agencies. When appropriate, one of the child sexual exploitation coordinators who are based within the CASS attends meetings to support decision making about this vulnerable group of young people. Ensuring the attendance of relevant education staff within strategy discussions remains both a challenge and an area for development. The rationale for decisions and necessary actions is generally clearly recorded, and supports focused planning and next steps.

The relatively new system of ASTI team managers chairing strategy discussions for those children who will be allocated to their teams has contributed to better information sharing and alignment between the work of CASS and ASTI teams. This means that both initial decision making and plans for future work with children are likely to be stronger. Inspectors saw the positive impact of this and of a stronger use

of strength based techniques in assessments of children's needs and risk. The lack of a single record of a strategy discussion document which can be shared easily with partners means that it is not always clear if agreed actions have been completed. When discussions about children who may be at risk take place between police officers and the out-of-hours emergency duty service, records do not routinely show whether such discussions are a formal strategy discussion. This limits the ability of staff in CASS and social work teams to fully understand the perceived level of risk or the status of any actions agreed.

At the time of the inspection, multi-agency discussions about children assessed as being at a medium level of risk were not being used to best effect. The number of such meetings is much reduced, and a higher proportion of children are now, dependent on their level of need, either being referred straight through to an ASTI team or for their situation to be the subject of a strategy discussion. Despite this reduction in delay, at the time of the visit 12 children were still waiting up to five days for such meetings to take place.

While children who are at immediate risk of significant harm are almost always responded to quickly and threshold decision making within CASS is generally appropriate, in a small minority of cases the impact of chronic patterns of risk and neglect is still not fully understood. In these few cases, concerns were responded to with early help services, advice or sometimes no further action, when the cumulative pattern of concern should have warranted a statutory social work service. As a consequence, recent involvement has been triggered when chronic problems have escalated, become acute and children have needed a more urgent response. Positively, once an assessment has commenced, the services to support children are provided without delay.

Historically, services for children and young people at risk of sexual exploitation and those who go missing were weak and poorly aligned. From this low base, some notable progress has been made in the past seven months. This includes important elements, such as the creation of 'missing' and child sexual exploitation performance scorecards, and much closer alignment and consideration of the risks identified between these two areas of work. Work and information sharing with the police have improved. While substantial further progress in the quality of services for children is needed, these developments provide a necessary foundation for further improvement.

The delays of up to five months for children and young people to be considered at multi-agency child sexual exploitation meetings (MASE) that existed at the time of the inspection have been successfully reduced. Almost all children are now considered at MASE meetings within one or two weeks, depending on their level of risk. Child exploitation screening and risk assessment tools have recently been relaunched and additional guidance provided to staff. The frequency of their use is now more widespread, although further work is required to fully embed them in

practice and to ensure that they are used in a consistent manner. An audit of this is planned, but is yet to commence.

The use of management information related to child sexual exploitation and going missing is beginning to improve the impact of services. Information, such as the geographic prevalence of both going missing and sexual exploitation, a breakdown by the school attended and the level of risk of sexual exploitation of missing children, is beginning to help the local authority and partner agencies to better target their work. However, this work is still very new and requires further development. For example, the local authority does not currently have a full understanding about changes in the level of risk to children over time, and this limits its understanding of how effectively the services are reducing risk.

An increasing number of children and young people are being offered return home interviews when they return from going missing. More of these interviews are happening within 72 hours and a higher percentage are being copied into children's electronic case files, so that they can be used to inform planning for those children. Despite this progress, numbers are still low. Less than half of the children and young people who went missing between the start of January and the end of March 2017 received a return interview. Of these, just over half were completed within 72 hours and, by the end of March, only a third had been included in children's electronic case files.

I should like to take this opportunity to thank you and your staff for your positive engagement with this monitoring visit. Although substantial further progress is required for services to be good, I am pleased to be able to report the steady progress that has been made in improving services to children in Birmingham. I am copying this letter to the Department for Education. This letter will be published on the Ofsted website.



Yours sincerely

Dominic Stevens  
**Her Majesty's Inspector**



2020 Vision	Directorate	Key Performance Indicator Description	Aim	2016/17 End of Year Result	2016/17 End of Year Target	2016/17 Target-Missed/Achieved	DOT from 2015/16, or, earliest Quarter 2016/17 for new Measures	Month 12 - March Commentary
A Great Future for Young People	People	Percentage of pupils Not in Education, Employment or Training	Smaller is better	2.7%	4.00%	✓	➔	National NEET levels are benchmarked on the November, December and January average. The average NEET levels of those aged 16 to 18 is 2.7% - in line with the national average and better than the core city average. However the Not Known level stood at 9% worse than the England (4%) and core city average (3.5%). While this is high it should be noted that Birmingham has significantly reduced this proportion over the last 12 months and this has been recognised by the Department of Education.
A Great Future for Young People	People	Children in Care GCSE - Attainment 8 score	Bigger is better	25.3	22.8	✓	Not comparable new scoring system introduced during 2016/17	National comparator results were released on 23rd March. The result of 25.3 is an average score on the best 8 GCSE grades known as 'Attainment 8' for children who have been looked after continuously for at least twelve months. Birmingham is performing better than the national average of 22.8 which we adopted as our target for this year. Attainment 8 measures the achievement of a pupil across eight qualifications including maths (double weighted) and English (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. This is one of the Department for Education main accountability measures for schools.
A Great Future for Young People	People	Key Stage 2 Attainment	Bigger is better	47%	54.0%	X	2016 was the first year of a new assessment process so no comparison result available.	The final Local Authority Key Stage 2 attainment results were released by the Department for Education in December. It indicates that Birmingham's performance of 47% was below our target – which was the national average of 54%. The Birmingham Education Partnership was commissioned to deliver 2016/17 School Improvement functions, and is working with schools across the city to support them in trying to improve 2017 Key Stage 2 results, including addressing significant gaps where they exist.
A Great Future for Young People	People	GCSE Attainment - Progress 8 measurement system	Bigger is better	0	0	✓	Not comparable new scoring system introduced during 2016/17	Birmingham's GCSE results were very positive. 2016 saw the introduction of new accountability system for schools with the new measure of Progress 8 introduced - "the progress a pupil makes from the end of Key Stage 2 to Key Stage 4, compared with pupils nationally with similar attainment". For this measure a greater score means a pupil has made more progress than other pupils with a similar starting point. The national average performance is therefore zero. If your local authority has a positive score - they have outperformed the national average. If it is negative it is below national average. Birmingham's result is zero, the second best out of the core cities.
A Great Future for Young People	People	Early Years Foundation Stage	Bigger is better	64.0%	70.0%	X	➔	The proportion of children reaching a good level of development at the end of the Early Years Foundation stage in 2016 was an improvement on 2015 up from 62% to 64%. However the gap between Birmingham and the national average of 69% increased slightly.



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A Great Future for Young People	People	<b>Excluded children without a school place after 6 days</b>	Smaller is better	106	0	X		There are 106 excluded children without a school place after 6 days, 41 in primary and 65 in secondary schools. <b>Of the 41 primary pupils:</b> 23 are receiving 1:1 tuition; 8 pupils have recently been permanently excluded and arrangements are being discussed with the family; 3 offers by City of Birmingham Schools (COBS) currently being discussed; 2 families have refused the offer of 1:1 tuition, 1 family are in further discussions and the other arranged their own tuition; 2 pupils are being supported by CAT; Two 1:1 tuition placements have broken down due to behavioural issues and are being reviewed; 4 families have refused the COBS offer, due to not being near their home, and are included in the 1:1 tuition above; Year 6 pupils are being linked with their secondary transfer schools where tuition is taking place. <b>Of the 65 secondary pupils:</b> Discussions with alternative providers for all the Key Stage 4 pupils. In this group: 2 pupils have started at EBN; 1 pupil has started at First Academy Independent School; 2 pupils are due to start at Flexible Learning; 9 other offers are being considered at Flexible learning (two sites); 2 pupils have been admitted on Managed moves to a school; 1 family has decided to educate at home and in discussions with BCC; 1 pupil has returned from abroad and offered a place in school; St George's Academy (AP Free School) is considering offers for Year 10 and possibly Year 9; In Key Stage 3 new tuition centres are being identified enabling a personal tuition programme to be initiated for 4 pupils; 1 pupil is being supported by CAT; Flexible Learning is considering what offer can be made for Year 9 during the summer term.
Safety and Opportunity for all children	People	<b>Proportion of Schools Inspected as Good or Outstanding</b>	Bigger is better	80.6%	90.00%	X		The result is a snapshot of overall published Ofsted Judgements and therefore may not reflect the latest local knowledge of forthcoming Ofsted announcements. All open schools, (both Academies and Local Authority maintained) are included. Where there is a recently converted academy and no existing inspection, a judgement is obtained from the previous establishment.  In February and March (until 15th March) there were 5 full inspections with 4 schools maintaining their rating and 1 deteriorating.  The proportion of LA maintained schools that are Good/Outstanding is currently at 85%. Our school improvement partners Birmingham Education Partnership have now have identified schools they are working with as part of their school improvement work. These have been prioritised rated and each receive an appropriate level of package support in line with their needs.
Safety and Opportunity for all children	People	<b>Persistent Absence</b>	Bigger is better	12.2%	10.5%	X	2016 was the first year of a new absence definition so no comparison result available.	The measure covers the Overall absence rate (percentage) for enrolments who are persistent absentees. Due to data lags, this measure refers to the previous school year - so in effect we are reporting a year in arrears. 6 half terms data for 2015/16 school year was released in March. Our result of 12.2% was slightly above the National average of 10.5%.

2020 Vision	Directorate	Key Performance Indicator Description	Aim	2016/17 End of Year Result	2016/17 End of Year Target	2016/17 Target-Missed/Achieved	DOT from 2015/16, or, earliest Quarter 2016/17 for new Measures	Month 12 - March Commentary
Safety and Opportunity for all children	People	<b>Special Educational Needs - Education and Health Care Plans (EHCPs)</b>	Bigger is better	98.4%	100.0%	X	➔	Between 1 April 2016 and 31 March 2017, 926 Education, Health and Care Plans have been issued (excluding Exceptions). Of these, 15 have not met the 20 week timescales. One in April (4 weeks over the limit), one in July (10 weeks over the limit), 2 in October (both 1 week over the limit), two in November (12 and 3 weeks over the limit), 2 in December (1 and 4 weeks over ) and 7 in February (5 x 1 week over, 1x 3 weeks over and 1x 2 weeks over). While the 100% target has not be met, the measure is still within tolerance and is an improvement compared to March 2016 when 71% of plans were completed in timescale.
Safety and Opportunity for all children	People	<b>Number of Unallocated cases open for more than 7 days</b>	Smaller is better	1	20	✓	➔	Target achieved - This indicator is open cases post Multi Agency Safeguarding Hub (MASH) where there is no allocated social worker 7 or more days after referral. A report is sent to the heads of service each week, so the cases are ever changing. As of March 2017 there was only 1 unallocated case at the end of the month.
Safety and Opportunity for all children	People	<b>Percentage of referrals that are re-referrals within 12 months</b>	Smaller is better	24%	25%	✓	↔	Target achieved - Our referral rate is stable over time although there are small monthly variations. We have moved into a new front-door model and we will monitor the impact on contacts, referrals and re-referrals carefully. The rate is close to national average of 24%.
Safety and Opportunity for all children	People	<b>Percentage of Family Assessments completed in timescale.</b>	Bigger is better	90%	82%	✓	↔	Target achieved - The timeliness of assessments is important to prevent drift and we are doing well in relation to completing assessments within 45 days. We want to see more assessments completed within 20 days in the Assessment and Short Term Intervention Team (ASTI) teams and a greater focus on short-term interventions. We now have over 90% of assessments completed in time over the last 6 months. The disability teams have improved their performance over the past month.
Safety and Opportunity for all children	People	<b>Percentage of children seen at assessment</b> (S17 and S47 of the Children Act 1989 only which places a duty on a social worker to investigate when it is believed that a child is at risk of harm)	Bigger is better	94%	68%	✓	➔	Target achieved - Children seen is a good proxy measure for quality of assessment. Recent staff guidance and changes to CareFirst have led to improved performance here.
Safety and Opportunity for all children	People	<b>Percentage of child protection visits in the month</b>	Bigger is better	97%	95%	✓	➔	The standard is to see all children who are the subject of a child protection plan at least twice a month as this is a core social work activity. Visiting children on Child Protection plans has increased significantly over the last year, and in March at 97% we have exceeded our target of 95%.
Safety and Opportunity for all children	People	<b>The number of children and young people placed for adoption, in month and year-to-date</b>	Bigger is better	101	125	X	➡	Target missed - We aimed to place about 10 or 11 children each month. Since November the number of children placed has slowed, in line with national trends and because there are fewer children with a placement order in the system. We ended the year with 101 children placed. In 2017/18 we are making this a timeliness indicator - average time between Court decision for adoption and matching child to a placement, this is a national indicator.
Safety and Opportunity for all children	People	<b>Percentage of social workers who had supervision in the month</b>	Bigger is better	87%	83%	✓	➔	Target achieved - Within a good service, we would expect to see all social work staff supervised at least 10 times per year. This would yield a percentage of 83% per month. This data is collected by Performance Support Staff (PSS) in local offices on spreadsheets.

2020 Vision	Directorate	Key Performance Indicator Description	Aim	2016/17 End of Year Result	2016/17 End of Year Target	2016/17 Target-Missed/Achieved	DOT from 2015/16, or, earliest Quarter 2016/17 for new Measures	Month 12 - March Commentary
A Great Future for Young People	People	<b>Percentage of Care leavers in Education, Employment or Training</b>	Bigger is better	50%	60%	X	↓	Target missed - This indicator is looking at the employment/education position of care-leavers at 19, 20, and 21. This is a cumulative indicator. Over the year 50% was achieved, about the national average but below the target set. In 2017/18 this indicator will include 17 and 18 year old care leavers, and we should see the impact of the youth employment advisors.
Safety and Opportunity for all children	People	<b>Average social work caseload</b>	Stabilise	15	16	✓	↔	Target achieved - Average caseloads have been at around 15/16 for some time. The figures have evened out in North West and Central and South districts in the last 3 months so every areas social workers are averaging between 14 and 16 cases.
Safety and Opportunity for all children	People	<b>Average length of time from admission to Care to being placed with a family</b>	Smaller is better	610	590	X	↗	This national indicator looks back over three years and is therefore difficult to improve quickly. Also if we successfully place an older child who has been waiting a long time, it pushes our average up. We have successfully reduced the average from 660 days to 610 days over the course of the year, but are still above the national average of 593.
Safety and Opportunity for all children	People	<b>Number of children with a child protection plan - snapshot as of month end</b>	Stabilise	988	Trend Measure	Trend Measure	↓	Trend measure - Our rate per 10,000 of children who are the subject of a child protection plan at 36 is still below the national average of 43 but numbers have increased by nearly 20% this year. We have adopted a strengthening families approach and parents and partners are able to listen to each other in child protection conferences. This has helped us focus on the children who have suffered, or would otherwise suffer, significant harm without child protection intervention. We have a strong child in need (CiN) social work offer that supports children whose development is behind, but who are not suffering significant harm. A CiN intervention can be as effective as a Child Protection (CP) one. We are think our CP numbers are about right, but our aim is to reduce numbers of children on plans through more effective social work over next year.
Safety and Opportunity for all children	People	<b>Number of Children in Care - snapshot at month end</b>	Smaller is better	1,846	Trend Measure	Trend Measure - not applicable	↓	Trend measure - The number of children and young people in care gradually reduced as intended in our improvement plan. Since April 2015 the number of unaccompanied asylum seeking children (UASC) has increased to 119 and this has caused the overall increase in numbers of Children in Care (CiC). If UASC numbers are removed the target of fewer than 1750 children in care has been reached. However, in the last two months CiC numbers have increased. In January to March there were 179 admissions and 164 discharges, with a high number of 16/17 year olds and Police Protection cases.
Safety and Opportunity for all children	People	<b>Number of cases open to Family Support Services</b>	Stabilise	2,123	2,500	Trend Measure - not applicable	↓	Trend measure - This figure is number of families worked with, reflecting how the Troubled Families (TF) programme counts, rather than number of children which would be around the 5,000 mark. Our aim is to be supporting at least 2,000 families on any given day. In the last year we have sorted out the staffing in Family Support so roles and grades are clear, closed long-lasting cases and made space for new cases, increasing the number of families worked with. Family Support is a substantial and important part of Children's Services and delivers the Troubled Families service. There are also 3 commissioned TF programmes.

2020 Vision	Directorate	Key Performance Indicator Description	Aim	2016/17 End of Year Result	2016/17 End of Year Target	2016/17 Target-Missed/Achieved	DOT from 2015/16, or, earliest Quarter 2016/17 for new Measures	Month 12 - March Commentary
Safety and Opportunity for all children	People	Percentage of agency social workers including team managers	Smaller is better	23%	15%	X	↗	Overall, in all established posts that require a social work qualification, we have maintained the 23% agency social workers rate. Approximately 2% of these are manager posts. These are covering vacant posts. The April figures will be further reduced because of IR35 which is the new tax arrangements for the self-employed. Indications are that the overall percentage will fall to 21% with 2% manager posts and 19% social worker posts.

## Extracts from Appendix 2(i) - 2017/18 Council Plan Targets

Priorities	Council Plan Measure	Aim	Data Frequency	End of Year Target 2017-18	Directorate	Cabinet Member Portfolio
Children	The percentage of schools rated as good or outstanding during the term	Bigger is Better	Monthly	80%	Children and Young People	Children, Families and Schools
Children	The average progress score of Birmingham pupils compared to National pupils between Key Stage 2 and GCSE - <u>Progress 8</u>	Bigger is Better - Above zero	Annual	0	Children and Young People	Children, Families and Schools
Children	The percentage of children making at least expected progress across each stage of their education - <u>Early Years Foundation Stage</u> (good level of development)	Bigger is Better	Annual	Statistical Neighbour Average	Children and Young People	Children, Families and Schools
Children	The average progress score of Birmingham pupils compared to National pupils between Key Stage 1 and Key Stage 2	Bigger is Better - Above zero	Annual	0	Children and Young People	Children, Families and Schools
Children	A reduction in the number of Children in Care (CiC)	Smaller is better	Monthly	1,680	Children and Young People	Children, Families and Schools
Children	80% of Children and Young people open to Children Social Care are supported to live with their own family	Bigger is Better	Monthly	80%	Children and Young People	Children, Families and Schools

## Appendix 3 - 2017/18 Service Delivery Targets

Ref.	Priority or Matters relating to:	Service Delivery Measure	Target	Aim	Frequency	Directorate	Portfolio/Committee
36	Children	Number of unallocated cases open for more than 7 days	Zero	Smaller is better	Monthly	Children and Young People	Children, Families and Schools
37	Children	Percentage of referrals that are re-referrals within 12 months	24%	Smaller is better	Monthly	Children and Young People	Children, Families and Schools
38	Children	Percentage of Family Assessments completed in timescale	85%	Bigger is Better	Monthly	Children and Young People	Children, Families and Schools
39	Children	Percentage of children seen at assessment (S17 and S47)	90%	Bigger is Better	Monthly	Children and Young People	Children, Families and Schools
40	Children	Number of children with a child protection plan	Trend	Trend	Monthly	Children and Young People	Children, Families and Schools
41	Children	Percentage of child protection visits in the month	90%	Bigger is Better	Monthly	Children and Young People	Children, Families and Schools
42	Children	Percentage of care leaves in education, employment or training	Trend	Trend	Monthly	Children and Young People	Children, Families and Schools
43	Children	For those children who have been adopted, average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (Rolling 12 months in days)	271 days	Smaller is better	Monthly	Children and Young People	Children, Families and Schools
44	Children	Three years average time between a child entering care and moving in with its adoptive family (in days)	555 days	Smaller is better	Monthly	Children and Young People	Children, Families and Schools
46	Children	Percentage of social workers who had supervision in the month	83%	Bigger is Better	Monthly	Children and Young People	Children, Families and Schools
47	Children	Average caseload of qualified social workers	16	Smaller is better	Monthly	Children and Young People	Children, Families and Schools
48	Children	Percentage of agency social workers including team managers	15%	Smaller is better	Monthly	Children and Young People	Children, Families and Schools
49	Children	Proportion of schools inspected within school year who are rated as good or outstanding	80%	Bigger is Better	Monthly	Children and Young People	Children, Families and Schools



## Appendix 3 - 2017/18 Service Delivery Targets

Ref.	Priority or Matters relating to:	Service Delivery Measure	Target	Aim	Frequency	Directorate	Portfolio/Committee
50	Children	Excluded Children without a school place for more than 6 days	0	Smaller is better	Monthly	Children and Young People	Children, Families and Schools
51	Children	SEND (special educational needs and disabilities) children out of School	0	Smaller is better	Monthly	Children and Young People	Children, Families and Schools
52	Children	Early years education take-up – 2 year olds	National Average	Bigger is Better	Annual	Children and Young People	Children, Families and Schools
53	Children	Number of children missing from education	0	Smaller is better	Monthly	Children and Young People	Children, Families and Schools
54	Children	Early years foundation stage - (good level of development)	National Average (currently 69.3%)	Bigger is Better	Annual	Children and Young People	Children, Families and Schools
55	Children	Key Stage 2 Attainment (Proportion reaching expected standard in Reading, Writing and Maths)	National Average (currently 52%)	Bigger is Better	Annual	Children and Young People	Children, Families and Schools
56	Children	Key Stage 2 Progress in Reading - The percentage of children making at least expected progress in reading	0	Bigger is Better	Annual	Children and Young People	Children, Families and Schools
57	Children	Key Stage 2 Progress - Writing - the percentage of children making at least expected progress in writing	0	Bigger is Better	Annual	Children and Young People	Children, Families and Schools
58	Children	Key Stage 2 Progress - Maths - the percentage of children making at least expected progress in maths	0	Bigger is Better	Annual	Children and Young People	Children, Families and Schools
59	Children	GCSE Attainment 8 - Students' average achievement across eight key subjects	National Average	Bigger is Better	Annual	Children and Young People	Children, Families and Schools
60	Children	Children with SEN Attainment 8 - Students with Special Educational Needs average achievement across eight key subjects	National Average	Bigger is Better	Annual	Children and Young People	Children, Families and Schools

## Appendix 3 - 2017/18 Service Delivery Targets

Ref.	Priority or Matters relating to:	Service Delivery Measure	Target	Aim	Frequency	Directorate	Portfolio/Committee
61	Children	GCSE Progress 8 - The progress of pupils between Key Stage 2 and Key Stage 4 across eight key subjects (a greater score means a pupil has made more progress than other pupils with a similar starting point. The national average performance is therefore zero)	0	Bigger is Better	Annual	Children and Young People	Children, Families and Schools
62	Children	Children in Care GCSE – Progress 8 - Children in Care progress between Key Stage 2 and key Stage 4 across eight key subjects	National Average	Bigger is Better	Annual	Children and Young People	Children, Families and Schools
63	Children	Special Education Needs - Education Health and Care Plans Percentage of EHCPs completed within 20 weeks	99%	Bigger is Better	Monthly	Children and Young People	Children, Families and Schools
64	Children	Proportion of Special Education Needs Placements that are outside of the city	Trend	Smaller is better	Monthly	Children and Young People	Children, Families and Schools
65	Children	Proportion of the school population attending Special School	Trend	Plan is best	Termly	Children and Young People	Children, Families and Schools
66	Children	Number of children requiring Special Education Needs supported at home before they access any early years provision	Trend	Plan is best	Annual	Children and Young People	Children, Families and Schools
67	Children	Proportion of children with completed Personal Education Plans	95%	Bigger is Better	Termly	Children and Young People	Children, Families and Schools
68	Children	Persistent Absence (State-funded Pri, Sec and Special Schools - six half terms)	National Average	Smaller is better	Annual	Children and Young People	Children, Families and Schools

## Appendix 3 - 2017/18 Service Delivery Targets

Ref.	Priority or Matters relating to:	Service Delivery Measure	Target	Aim	Frequency	Directorate	Portfolio/Committee
69	Children	Proportion of schools inspected within school year who are rated as good or outstanding for “Personal development, behaviour and welfare”	TBC	Bigger is Better	Monthly	Children and Young People	Children, Families and Schools
70	Children	Number of Permanent Exclusions - Primary	Trend	Smaller is better	Monthly	Children and Young People	Children, Families and Schools
71	Children	Number of Permanent Exclusions - Secondary	Trend	Smaller is better	Monthly	Children and Young People	Children, Families and Schools
72	Children	Number of Permanent Exclusions - Special Schools	Trend	Smaller is better	Monthly	Children and Young People	Children, Families and Schools
73	Children	Proportion of the population aged 16 to 24 qualified to at least level 3	Trend	Bigger is Better	Annual	Children and Young People	Children, Families and Schools

# **Report to the Schools, Children and Families Overview & Scrutiny Committee**

**12 July 2017**

**Extract from Financial Plan 2017+  
Budget and savings targets**

## **Purpose of the Report**

To brief the Committee on budget savings proposals for 2017 – 18 related to Children's Services.

## **Recommendation**

That Members note the information contained in this report.

## **Contact Officer Details**

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## SAVINGS PROPOSALS

Description	New or Existing Saving	2017/18 £m	2018/19 £m	2019/20 £m	2020/21 £m
<p><b>CH1 17+ Contact and escort</b></p> <p>The contact and escort service arranges and supervises contact sessions with parents and families for children in care. The team provide escorts to children in care to allow them to attend contact sessions with birth relatives and transport to and from each session where needed. These sessions can be recorded and the information can be used as evidence as part of Family Court proceedings.</p> <p>The children who are supported through this service are generally on interim care orders and full care orders. During this current year there are 220 children and young people being supported by the team.</p> <p>The proposal is to reduce the volume of contact sessions facilitated by agency staff and review contact arrangements to ensure that only those who need escort have this. Where supervision is not necessary the Council will continue to facilitate contact. The changes from this review will result in a saving of £100,000 for 2017/2018 which will be recurrent in future years.</p>	New	(0.100)	(0.100)	(0.100)	(0.100)
<p><b>CH2 17+ Residential – closure</b></p> <p>The City Council has five homes for disabled children, which provide 27 beds for children in care and 17 beds for children who require a short break.</p> <p>The proposal is to merge two children's homes that provide long term care for disabled children as evidence indicates that the need for these services has decreased and to relocate one short-break residential unit to the north of the city where there is currently no provision. In addition the proposal seeks to increase the number of foster carers available for disabled children.</p>	New	(0.300)	(0.400)	(0.400)	(0.400)

Description	New or Existing Saving	2017/18 £m	2018/19 £m	2019/20 £m	2020/21 £m
<p><b>CH3 17+ CWD - Child Protection Resources</b></p> <p>The Child Protection assessment team provides specialist assessments of parenting capacity for vulnerable families to help the family court make decisions in care proceedings. Increasingly these assessments are being undertaken by the allocated social worker.</p> <p>The team of mainly unqualified staff have specialist expertise in working with parents with learning disabilities and provide support to area based social workers during planned assessments. The proposal to make financial savings from this service is to reduce the number of staff who work in the team and reallocate staff to area safeguarding teams and retain senior social work to co-ordinate activity. This can be achieved without diminution of service.</p>	New	(0.200)	(0.200)	(0.200)	(0.200)
<p><b>PFB1 16+ Resilient Families</b></p> <p>By improving our Early Help and Social Work service we propose to support more children to live safely and thrive at home. We propose doing this by providing support to our staff to work creatively with disadvantaged families to bring about positive change. Where children do have to come into care, we will provide more local foster placements and we will speed up the process of children in care finding permanent families.</p>	Existing	(2.962)	(4.542)	(7.931)	(8.864)
<p><b>PFB2 16+ Improved processes and productivity</b></p> <p>By supporting staff better through supervision, staff development, manageable caseloads and a learning culture we propose to reduce reliance on agency staff and manage a staff vacancy factor (turnover rate) of 4% for specific groups of staff.</p>	Existing	(1.964)	(1.964)	(1.964)	(1.964)

Description	New or Existing Saving	2017/18 £m	2018/19 £m	2019/20 £m	2020/21 £m
<b>P22 16+ Increase in previous Early Years savings</b>  The savings shown here are the increases in savings which have been built into previous consultations. They will be delivered through a new model for delivering a more joined up Early Years offer to support parents and young children which was agreed by Cabinet on 28 June 2016. A report on contract negotiations for the Early Years Health and Wellbeing service is planned to be taken to Cabinet in March 2017 and the new services are planned to be in place by 1st September 2017.	Existing	(4.100)	(4.100)	(4.100)	(4.100)
<b>CH4 17+ / MIA3 16+ Education travel</b>  The Travel Assist Service arranges transport between home and school for eligible children who may have a special educational need and/or a disability. In addition this service supports looked after children and children who are considered vulnerable.  The service provides transport for over 4,000 pupils across the city. The allocation of support is following an assessment of needs and includes a range of transport provision as appropriate including minibuses, pupil guides and bus passes. One of the key principles of the service is to encourage greater independence and life skills through appropriate travel support and training according to the needs of the individual.  A comprehensive review of the service has identified the need to embed efficiencies and change service delivery processes, including an invest to save programme involving the introduction of new technology. Working with key partners including schools and services that support children and families with Special Educational Needs and Disabilities, we are taking a collaborative approach to this transformation with a focus on improving service delivery.	New	1.534	0.234	0.000	0.000
	Existing	(0.171)	(0.171)	(0.391)	(0.611)



Description	New or Existing Saving	2017/18 £m	2018/19 £m	2019/20 £m	2020/21 £m
<p><b>CH5 17+ Early Help - Commissioning and Brokerage</b></p> <p>The Children's Commissioning and Brokerage team purchase services to support two priority groups in the city. The team purchase services to support these children and families as part of the Early Help provision. These families may be struggling with issues such as substance misuse, domestic violence or childhood sexual abuse. The Early Help support is designed to assist these families in addressing these issues in advance of them needing more complex support from the City Council.</p> <p>The other priority area is the supply of short breaks to children with disabilities. This service enables families to get a short break from their full time caring responsibility and supports families to stay living together in the family's residence.</p> <p>The way that the services are purchased to support both of these areas is proposed to be changed to reduce duplication and create a more joined up approach for providing these services.</p> <p>Savings are proposed to be achieved by developing a more efficient model of service delivery which reduces overhead costs whilst maintaining investment in direct service delivery to the children and families who benefit from the support.</p>	New	(0.200)	(0.700)	(0.700)	(0.700)

Description	New or Existing Saving	2017/18 £m	2018/19 £m	2019/20 £m	2020/21 £m
<p><b>CH6 17+ Educational Psychologists</b></p> <p>Access to Education provides educational psychologists to work within the arrangements and procedures laid down by statute for assessing and meeting the special educational needs of early-years and school-aged children.</p> <p>Their work includes:</p> <ul style="list-style-type: none"> <li>• Psychological advice as part of the statutory assessment of a child's special educational needs</li> <li>• An annual review of children and young people with statements of special educational needs or Education health and Care Plans.</li> <li>• Providing evidence for the Local Authority at Special Educational Needs Tribunals where there is a dispute with parents over the outcome of a request for Statutory Assessment.</li> </ul> <p>The training requirements for educational psychologists are very specific. New entrants to the profession are required to have completed a doctorate in educational psychology. All educational psychologists are required to be registered with the Health and Care Professions Council. This body provides quality assurance by verifying that those registered are appropriately qualified and that they maintain their skill levels through casework supervision and appropriate Continuing Professional Development.</p> <p>The Educational Psychology Service provide a range of traded services to schools ranging from programmes of work with individual children, whole school interventions and staff training. They also provide a full programme of courses for teachers, assistants, parents and carers. This proposal is to slightly reduce the funding for the service, through operational efficiencies and potential demand management.</p>	New	0.000	(0.050)	(0.100)	(0.100)

Description	New or Existing Saving	2017/18 £m	2018/19 £m	2019/20 £m	2020/21 £m
<p><b>MIA2 16+ Design and Implement a new approach to Special Educational Needs and Disabilities and move away from a high dependency model</b></p> <p>The Council is proposing a long-term, wide-ranging development of the services to children with special educational needs. This would involve working with the children, families, and partner organisations to design and implement the optimum approach to these services shaped by the use of shared data and intelligence, learning and best practice. This may include commissioning of new services, changes to the way services are delivered, and potentially de-commissioning of services. The intention would be to give children with special educational needs services which help them to prepare for adulthood so that they will have the best possible level of independence into later life.</p>	Existing	0.000	0.000	(10.000)	(10.000)



# **Report to the Schools, Children and Families Overview & Scrutiny Committee**

**12<sup>th</sup> July 2017**

**Birmingham's new Strategy for SEND (Special Educational Needs and/or Disabilities) and Inclusion Consultation**

## **Purpose of the Report**

To brief the Committee on the work of the Inclusion Commission, the development of Birmingham's Strategy for Special Educational Needs and/or Disabilities (SEND) & Inclusion, and the consultation underway on Be Heard until 31<sup>st</sup> July.

## **Recommendation**

That Members note the information contained in this report, and take part in the consultation available on Be Heard.

## **Contact Officer Details**

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## **Background**

Birmingham City Council members and officers have identified the need for a root and branch review of the city's approach to making provision for children and young people with SEND. As a result, Birmingham City Council established the Inclusion Commission in October 2016 to explore the effectiveness of the current arrangements in the City across the 0-25 age range.

The membership of the Inclusion Commission has included representatives from parent groups, early years settings, mainstream schools, colleges, resource bases, specialist providers, independent non-maintained schools, independent specialist colleges, social care and health. An independent chair has been appointed to oversee this work, Professor Geoff Lindsay from Warwick University.

Following the review, a draft strategy for SEND and Inclusion has been developed, supported by an outline delivery plan. The strategy sets out the vision we seek to achieve, our mission for how we will do this, four objectives and three key priorities which we will focus our plans for implementation.

The Inclusion Commission has agreed for the draft strategy and outline delivery plan to be distributed for wider consultation with key stakeholders including members, parents and carers, schools, education teams, social care and health provider services.

The consultation is available publically on Be Heard from 9<sup>th</sup> June to 31<sup>st</sup> July. Various workshops and visits to established education, health and social care forums are taking place and three consultation events are arranged with parents & carers in July. Schools are also being asked to support the consultation and engage with parents and young people directly to facilitate their feedback.

<https://www.birminghambeheard.co.uk/people-1/SEND-Inclusion>

## **Key Issues**

None to report

## **Conclusions**

Following the consultation, the Inclusion Commission will receive feedback in September 2017 to inform the final strategy and detailed plan of how it will be implemented. Final sign off of the final strategy will be through a decision at Cabinet.

Members are asked to note the contents of this report and encourage completion of the consultation questionnaire.

## **List of Appendices**

- Birmingham's Strategy for SEND & Inclusion (draft for consultation)
- Outline Delivery Plan
- Consultation Document & Questionnaire
- Frequently Asked Questions

# Birmingham's Strategy for SEND and Inclusion 2017-2020

Making a positive difference for  
all our children & young people





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## FOREWORD

I am delighted to introduce Birmingham's Strategy for SEND (Special Educational Needs and/or Disability) and Inclusion 2017-2020. This has been produced by the Inclusion Commission, set up by the City Council in 2016 to improve the services for these children and young people.

We have set out our Vision of what we seek to achieve, our Mission stating how to do this and the Strategy which outlines the actions we will take to achieve this. A key feature of the Mission is a commitment to work in partnership to achieve the high quality provision that Birmingham's children, young people and their families deserve.

You are invited to contribute to the consultation taking place over the summer term in order to gather the views of stakeholders, including parents, children and young people and a wide range of professionals and practitioners. The Inclusion Commission will receive feedback in September 2017 to inform the final strategy and detailed plan of how it will be implemented.

Please take part in the consultation because we really want to hear your views.

Yours sincerely



**Professor Geoff Lindsay** FBPSS, FAcSS, HonMBPsS  
Chair, Inclusion Commission

*“Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.”*

## 1. INTRODUCTION

### 1.1 BACKGROUND AND PURPOSE

Following the introduction of the Children and Families Act in 2014 and the Special Educational Needs & Disability Code of Practice: 0-25 years in 2015, Birmingham has implemented a range of new identification and assessment procedures to ensure that the needs of its most vulnerable children and young people are identified and met appropriately. Birmingham has many strengths including:

- Identification of special educational needs in the early years
- High quality Special Schools who work well with health and social care services
- Good outcomes for young people with SEND at aged 16 and 19
- Good quality of education support services
- A multi-agency panel to plan provision for complex cases
- High quality Special Educational Needs Co-ordinators (SENCOs)
- Meeting the national timelines for Education Health and Care Plans (EHCPs) and transfers.

Implementing the Government's SEND reforms in our large diverse city has been very challenging, and despite the strengths identified, there are still significant areas of work to address. The whole system has been under great strain and it has been challenging to try to meet deadlines and deliver within the allocated budget. Key roles in SEND have been covered on an interim basis and trying to integrate with health and social care while they undergo their own organisational change has been difficult.

Birmingham City Council members and officers have identified the need for a root and branch review of the city's approach to making provision for children and young people with SEND. As a result, Birmingham City Council established an Inclusion Commission in October 2016 to explore the effectiveness of current arrangements in the City for children and young people with SEND across the 0-25 age range. The membership of the Inclusion Commission has included representatives from early years settings, mainstream schools and colleges, resource bases, specialist providers, independent non-maintained schools and independent specialist colleges. Following this a new strategy for SEND and Inclusion has been developed, supported by an outline delivery plan.

## 1.2 SPECIAL EDUCATIONAL NEEDS AND DISABILITY IN BIRMINGHAM

### Numbers of Pupils with Special Educational Needs in Birmingham Schools (Source: School Census –2016)

As of January 2016 the number of pupils with special educational needs in Birmingham schools was **34,855** – a slight rise on 2015 levels of 34,707. This is in contrast to England as a whole which saw **5%** reduction in numbers between 2015 and 2016.

**6,611** of school pupils have a statement of special educational needs or an Education Health and Care Plan (EHCP). This is an increase since 2015, but remains equal to 3.2% of the total pupil population. 28,244 pupils are on SEN support. This is equal to **13.7%** of the total pupil population. Overall 17% of the Birmingham pupil population have a special educational need, compared to 14% nationally.

### Statements of Special Educational Needs and Education Health & Care Plans (Source: SEN2 return 2016)

There were **5,475** statutory EHCPs and **1,950** statements maintained by the local authority at January 2016. This gives a combined total of **7,425**. The combined total of statements and EHCPs has increased each year since 2010. Unvalidated data for 2017 indicates this has risen again to 7,612. However this does not include 700 to 800 individuals who are known to be transferring from a SEN Statement to an EHCP and therefore the total figure is significantly higher. Part of this increase will also be due to the extended age range of the young people to between 0-25 years in 2015.

Birmingham, as the largest urban local authority, has the largest volume of children and young people with a Statement or EHCP of all the main cities in England – more than **2.5 times** the next nearest which is Manchester (2,600).

There were **1,039** new EHCPs made during the 2016 calendar year - a rise on 2015 levels (915).

*Please note that this comparator data refers to DfE statistical releases based on data in January 2016. Comparator data for January 2017 is released July 2017 and will be included in the final strategy. Also note the multiple sources of data - both school census and SEN2. School census covers statutory school aged children, whereas the SEN2 covers those individuals for who the Local Authority maintain an EHCP or Statement, aged 0 to 25.*

### **Provision** (Source: Local Ofsted Tracking)

There are currently **27** special schools in the city, and **42** resource bases within mainstream provision. Resource bases provide specialist teaching alongside the opportunity for integration into mainstream classes. There are **27** Local Authority nurseries and over **1,500** private early years providers.

**81%** of Special schools are outstanding, and **77%** of SEN children overall are attending good and outstanding schools

### **Placements** (Source SEN2 return SFR17-2016)

Of the 7,425 EHCP and Statements that the Local Authority maintained in January 2016, **50.1%** were placed in either Maintained Special schools (41.3%) or Academy Special schools (8.8%). This was much higher than the national proportions of **39%** (31.8% in a Local Authority Maintained Special and 7.2% Academy Special schools). Despite a large special school provision in Birmingham, there were still approximately **5%** of children with an EHCP placed in the Independent Sector. There is a lack of places available to meet demand in our Special Schools and while some of these students may have very complex needs, there may be others who could have their needs met more cost effectively in Birmingham setting, if capacity was developed. Approximately **8%** of young people with Statements or EHCPs are in placements out of the city.

### **Finance** (Source: BCC Finance)

The High Needs Budget, which funds special schools places, top-up funding for pupils in mainstream and SEN services is **£144m**. Birmingham had a deficit of £9m for the year ending 31<sup>st</sup> March 2017 which it is planned to fund over 2017/18 and 2018/19. Any in year deficit in 2017/18 will compound the situation. Mainstream schools receive **£161m** notional SEN funding to meet the needs of pupils with SEN across the city. Currently different settings and sectors are funded in very different ways.

### **Post 16** (Source: 2017 SEN2 return and Insight, Jan 2017)

**17%** of young people aged 16-25 who are known to the city council have an identified special educational need. Of the 16-18 age group, **26%** of those who are currently not in education, employment or training (NEET) have a special educational need. The vast majority are in the SEN Support group.

Young people aged 16-25 years old account for **27%** of the current EHCPs.

### **School Transport** (Source: BCC local data)

We provide school transport arrangements to over 4,500 young people, mostly in the form of specialist mini-buses or taxis, using over 45 externally commissioned transport providers, visiting over 300 schools at an annual cost of £18m including guides and an average annual cost of approximately £4600 per pupil.

## Total Statements and EHC Plans - (SEN2 RETURN Jan 2017)

Statements and Education Health and Care Plans in Birmingham - (0 to 25years old)

**7,612**

5,224 (EHCPs)

2,388 (Statements)

+ an additional 700 – 800 who are transferring

## SEN in Schools – January 2017 School Census (not including Alternative Provision)

Pupils in Birmingham Schools with SEN

• Total	34,531
• LA Nursery	580
• Primary	18,780
• All-through	746
• Secondary	9,607
• PRUs	563
• Special	4,255

Total EHCP/Statements in schools

• Total	6,483
• LA Nursery	36
• Primary	1,305
• All-through	94
• Secondary	972
• PRUs	19
• Special	4,057

## Early Years – Academic Year 2016/17 Autumn and Spring Term

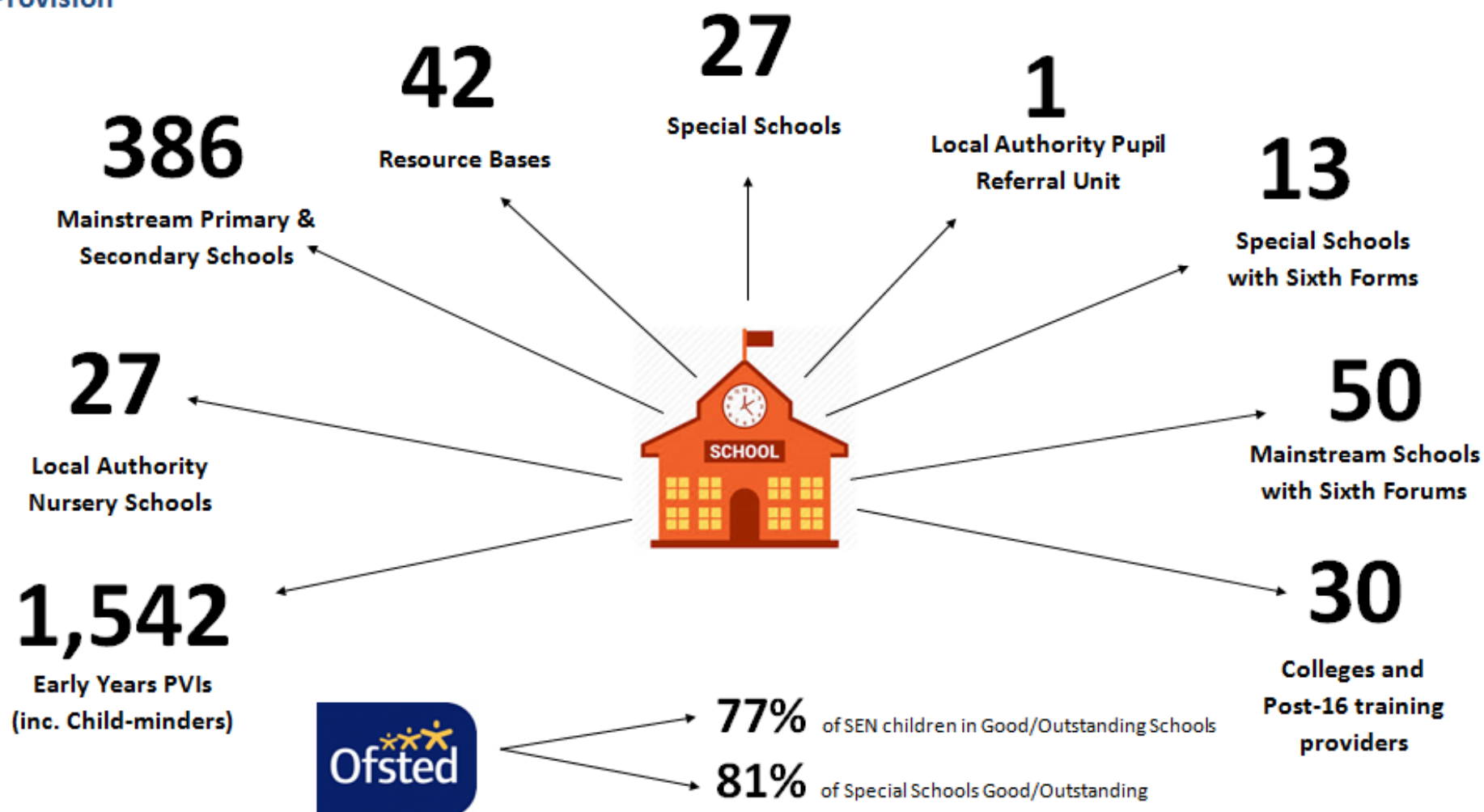
- **414** accessing ISEY (Inclusion Fund)
- **300** with SEND require special educational support at home before they access any early years provision
- **165** children with sensory impairments requiring SEND support at home before they access Early Years provision
- **89** children with sensory impairments accessed their Early Education Entitlement in mainstream nursery settings
- **285** 2 year olds with SEND accessed their Early Education Entitlement
- **918** 3/4 year olds with SEND accessed their Early Education Entitlement

## Post 16 (Tracked Cohort 16 -25)

Total SEN in Birmingham Schools

- **17%** of current “tracked” post16 cohort have a special educational need or disability
- **26%** of those not in education employment or training have a special educational need or disability

Overall Special Education Needs **Birmingham**  
Provision

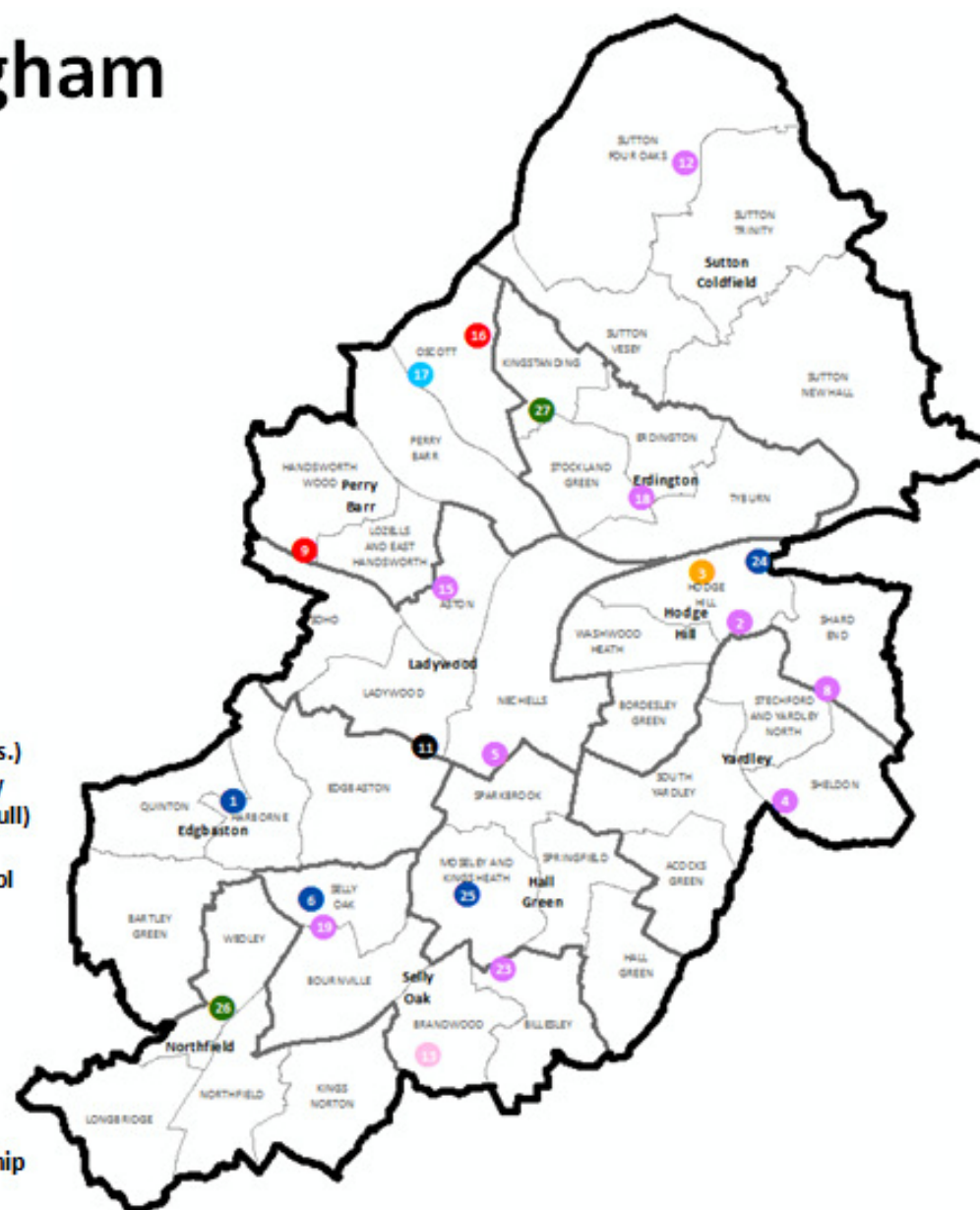


# Special Schools – Birmingham

- ASC - Autistic Spectrum Condition
- C&L - Cognition and Learning
- HI - Hearing Impairment
- Hospital School
- PD - Physical Disability
- SEMH - Social, Emotional and Mental Health
- SLCN - Speech, language and Communication
- VI - Visual Impairment

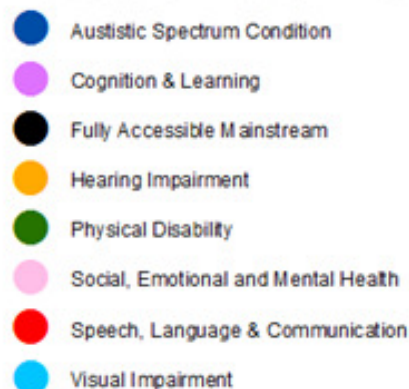
- |   |  |
|---|--|
| 1 Baskerville School*                             | 17 Priestley Smith School*                                       |
| 2 Beaufort School                                 | 18 Queensbury School*  |
| 3 Braidwood School for the Deaf*                  | 19 Selly Oak Trust School*                                       |
| 4 Brays School                                    | 20 Skilts School (Redditch, Worcs.)                              |
| 5 Calthorpe Teaching Academy**                    | 21 Springfield House Community Special School (Knowle, Solihull) |
| 6 Cherry Oak School                               | 22 The Bridge School   |
| 7 Fox Hollies School and Performing Arts College* | 23 The Dame Ellen Pinsent School                                 |
| 8 Hallmoor School*                                | 24 The Pines Special School                                      |
| 9 Hamilton School                                 | 25 Uffculme School*  |
| 10 Hunters Hill Technology College                | 26 Victoria School**   |
| 11 James Brindley School                          | 27 Wilson Stuart School**  |
| 12 Langley School                                 |  |
| 13 Lindsworth School                              |  |
| 14 Longwill A Primary School for Deaf Children    |  |
| 15 Mayfield School*                               |  |
| 16 Oscott Manor School*                           |  |

\* Indicates the school has linked Sixth-Form provision  
 \*\* Indicates the school has linked Post-19 provision through a partnership





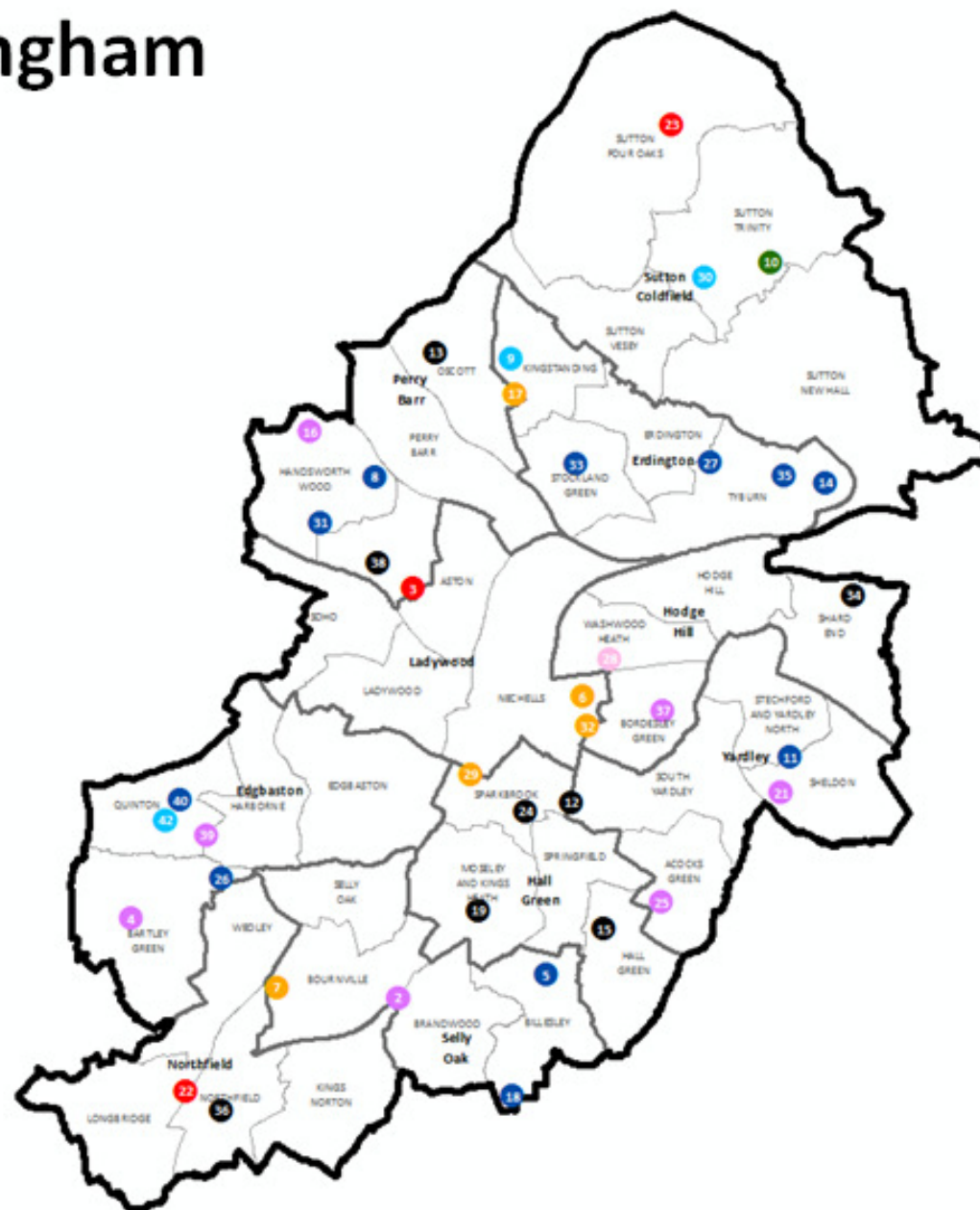
# Resource Bases – Birmingham



- 1 Allens Croft Nursery
- 2 Allens Croft Primary
- 3 Anglesey
- 4 Bartley Green
- 5 Billesley
- 6 Bordesley Green\*
- 7 Bournville
- 8 Cherry Orchard
- 9 Christ The King
- 10 Fairfax
- 11 Garretts Green Nursery
- 12 Golden Hillock
- 13 Great Barr
- 14 Greenwood Academy\*
- 15 Hall Green
- 16 Hamstead Hall\*
- 17 Hawthorn
- 18 Hollywood
- 19 Kings Heath
- 20 Lyndon Green Infant
- 21 Lyndon Green Junior
- 22 Meadows Primary (The)
- 23 Mere Green

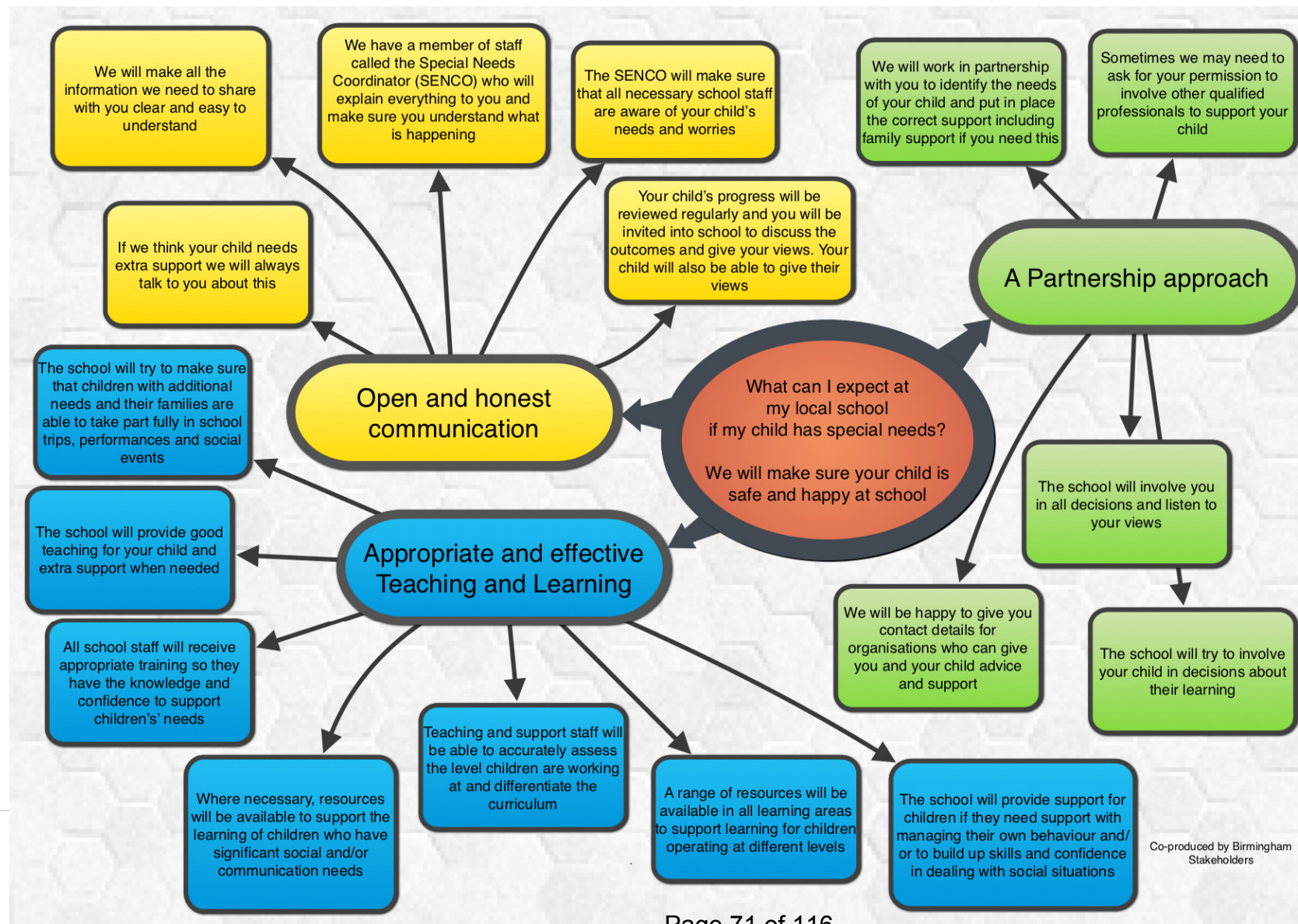
- 24 Nelson Mandela
- 25 Ninestiles School
- 26 Paganel Primary
- 27 Paget
- 28 Parkfield
- 29 Percy Shurmer
- 30 Plantsbrook\*
- 31 Rookery
- 32 Small Heath\*
- 33 Stockland Green
- 34 Timberley
- 35 Topcliffe
- 36 Turves Green
- 37 Waverley\*
- 38 Welford
- 39 Welsh House
- 40 Woodhouse
- 41 Worlds End Infant
- 42 Worlds End Junior

\* Indicates the school has linked Sixth Form Provision



## WHAT CAN I EXPECT AT MY LOCAL SCHOOL IF MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

A set of expectations have been co-produced with Birmingham Stakeholders (including parents and schools) as part of the Local Offer



## 2. REASONS TO CHANGE

There are a number of convincing reasons why Birmingham needs to change, which offer opportunities to improve our approach to SEND and Inclusion:

- There is a lack of clarity about the package of SEND support which families should expect in all mainstream schools and settings from 0-25.
- Many families are not satisfied with the level of support for their children and as a result there are too many complaints and appeals to the SEN and Disability Tribunal.
- There are too many exclusions of pupils with special educational needs.
- We have higher than average numbers of Education, Health and Care Plans and there is a perception that this is the only way to guarantee needs are met.
- Most of the high needs funding is spent on specialist provision, which is under huge demand. Many young people are placed in costly independent placements, which is unsustainable.
- There are too many vulnerable children with SEND, without a school place.
- Too few Education Health and Care Plans have a genuine contribution from health and social care agencies.
- Too many young people with SEND are not being enabled to reach their potential and achieve independence as they move into adulthood. Too few adults with learning disabilities find meaningful employment in our city.

### 3. THE SEND REVIEW

A review of SEND services has been overseen by the Inclusion Commission which has been led by an independent Chair, Professor Geoff Lindsay from Warwick University. The Inclusion Commission Board comprises representatives from stakeholder groups including education, health, social care, parents, young people and Birmingham City Council members. The work of the Inclusion Commission has been informed by six work streams:

1. Learners with social emotional and mental health needs
2. SEN Assessment
3. High Needs funding
4. Specialist provision
5. SEN Support
6. Preparation for adulthood.

These work streams met during a period of three months from September to December 2016. The work streams were chaired by senior leaders from schools and Birmingham City Council. SEND4change, an independent organisation with expertise in understanding arrangements for children and young people with SEND, was commissioned by the City Council to facilitate a consultation exercise with a wide range of stakeholders. This has informed the work of the Inclusion Commission and made recommendations about key priorities which should be included in a new strategic approach for inclusion in Birmingham.

Throughout the review process, the views of parents were actively sought and every effort was made to ensure that their voice is valued and heard and their views are embedded within the draft strategy. Parents' contributions were made either as members of work streams or as part of a separate event facilitated by the Parent Carer Forum. As plans move forward, it will be ensured that young people have also an opportunity to contribute. It was agreed there is a need for collective responsibility between the Inclusion Commission, Health, Providers, Services and the Local Authority in order to deliver the necessary changes.

From the outcomes of the review, a number of common themes emerged and there was consensus in the working groups about three key priorities which are needed to strengthen and improve the current arrangements for SEND across Birmingham. Building on this work, a joint vision statement has been developed with the Inclusion Commission to help set the overall direction of the strategy. From this a mission and series of objectives were agreed alongside the three key priorities. The Inclusion Commission has given agreement for the draft strategy, vision, mission, objectives, priorities and outline delivery plan to be issued more widely for formal consultation prior to drafting the final strategy.



## 4. DEVELOPING THE STRATEGY

### 4.1 OUR VISION

Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.

### 4.2 OUR MISSION

To implement an efficient and inclusive system where practitioners work with families, children and young people aged 0-25, to develop trust and confidence in order to build genuine and good quality partnerships. This will be achieved by practitioners from all sectors working together collaboratively to deliver the most appropriate local provision and support.

### 4.3 OUR OBJECTIVES

- We will develop joint commissioning to ensure resources are used fairly and effectively to provide maximum impact on outcomes.
- We will provide services that ensure the needs of children and young people who have special educational needs and disabilities and their families are at the heart of all that we do. We aim to offer this as locally as possible.
- It is our aim that all Birmingham mainstream provision will be welcoming, accessible and inclusive, adhering to the SEND Code of Practice, so that they can meet the needs of most children and young people, aged 0-25 who have special educational needs and/or disabilities.
- We will develop flexible pathways to enable children and young people to access the right provision and services to meet their individual needs at different stages. This will deliver the best possible outcomes, including education, employment and training, as young people move into adulthood.

#### 4.4 OUR NEW PRIORITIES

**1. Develop a framework of SEND assessment and planning from 0-25 years to enable professionals and partners to meet the full range of individual need and raise achievement**

**2. Ensure there is a sufficient and appropriate range of quality provision to meet the needs of children and young people with SEND aged 0-25 years and improve outcomes from early years to adulthood**

**3. Develop a unified resource allocation system to distribute the range of SEND funding across all schools and settings in order to make the most effective use of available resources and maximise the impact on outcomes for young people**

## **PRIORITY 1: Develop a framework of SEND assessment and planning from 0-25 years to enable professionals and partners to meet the full range of individual need and raise achievement**

**Assessment Framework** There is a need to develop an assessment and planning framework with all partners and agencies which:

- meets the legal requirements of the Children and Families Act 2014 and the SEND Code of Practice: 0-25 (2015).
- places children, young people and their families at the heart of the process.
- is accessible to settings, schools, colleges and partner agencies, health and social care partners
- describes what is expected of all schools and settings via the Local Offer.
- describes the framework for SEN Support Plans and EHC Plans.
- provides a clear description and understanding of learners who will need an SEN Support Plan and those who might need an EHC plan.
- ensures that the majority of children and young people where appropriate will have their needs met through an SEN Support Plan.
- ensures that the children and young people with the most significant needs have a statutory EHC Plan.
- sets out the processes for applying for and developing these plans within the local offer.

**SEN Support Plans** The development of SEN Support plans to support learners in mainstream schools and settings will need to ensure that:

- settings, schools and providers have systems in place for identifying the needs of children and young people with SEN.
- parents, carers and young people are fully involved in decision making and developing plans which describe the child's needs and the arrangements that will be put in place to meet those needs. (Children & Families Act Part 3 Section 19).
- practitioners are trained and understand how to write these plans and there is a good level of understanding about what constitutes a good SEN Support plan.
- the local authority has developed resources which provide examples of good practice, guidance and pro-formas for SEN Support Plans for completion by SENCOs with families.
- parents feel confident that settings, schools and colleges understand the needs of their children and young people and understand what they must do to support their learning and development.
- schools and settings clearly describe their approach to SEN Support Plans on their website which is linked to the Local Offer.
- schools and settings have a multi-agency approach and health and care colleagues commit support when developing SEN Support Plans.

**Education Health and Care Plans (EHCPs)** The EHC planning process should be reviewed to ensure that:

- Birmingham has a robust set of factors for determining who would benefit from a statutory EHC assessment and this is well understood by all stakeholders.
- a multi-agency panel, including health and social care, reviews decisions for initiating an EHC assessment.
- the application process and factors to be considered are available on the Local Offer.
- the EHC process is regularly quality assured to assess the quality of final plans, the quality of multi-agency reports and contributions from professionals, the timeliness of the production of the plans and the impact of the outcomes specified in the plan.
- the Special Educational Needs and Disability Assessment & Review (SENAR) service strives to improve the quality of the plans and conforms to a customer charter in their communication and interaction with families. The service will also need to evaluate the experience of those families where a statutory assessment was not deemed to be necessary and ensure that an effective SEN Support Plan is in place.
- parents, carers and young people co-produce the plans which describe the child's or young person's needs and the arrangements that will be put in place to meet those needs.
- Social Care Teams need to ensure that operational social workers and support workers respond to requests for information in a timely manner. Where social workers are not involved, other professionals who know the child or young person should comment on their needs.
- Health service workers are fully involved in the EHC plan process.
- parents feel confident that settings, schools and colleges understand the needs of their children or young people and understand what they must do to support their learning and development.
- where there are disagreements between families and the SENAR service about the EHC process, every effort is made to find agreement through negotiation and mediation without the need to resort to the SEN and Disability Tribunal, without infringing rights to appeal for parents and young people.
- a rigorous annual review process to monitor outcomes and ensure focus on independence and preparation for adulthood, including travel arrangements.
- appropriate professional development is available in relation to legislation, person-centred practice and outcome focused planning.



## **PRIORITY 2: Ensure there is a sufficient and appropriate range of quality provision to meet the needs of children and young people with SEND aged 0-25 years and improve outcomes from early years to adulthood**

Children, young people and their families will need to be able to access a range of settings so that parents and carers can be confident that the needs of the child or young person can be met and outcomes are being achieved in either:

- Early years settings, including nursery schools, nursery classes and Private Voluntary and Independent (PVI) providers
- Mainstream primary and secondary schools, including maintained, academies, free schools and independent
- Mainstream post-16 provision including colleges and sixth forms
- Locally managed partnership arrangements for pupils with Social Emotional and Mental Health (SEMH) needs
- School resource base provision
- Local special schools (Maintained, Academy or Free Schools)
- Alternative Provision
- Independent or non-maintained schools or colleges.

Most children and young people can have their needs met in their local mainstream setting or school. It will be necessary that:

- there is a shared understanding of a 'good' SEN offer and in schools, Quality First Teaching is the cornerstone.
- effective interventions are in place in line with the graduated approach as set out in the SEND Code of Practice: 0-25 (2015).
- SEND Support Plans are used when appropriate.
- SEN funding is used effectively.

Schools, Settings and Colleges must work collaboratively in partnerships to develop local Social Emotional and Mental Health (SEMH) arrangements in order to:

- share good practice, expertise and resources.
- manage devolved financial resources.
- develop a range of local alternative provisions which are commissioned and managed by them.

Some children and young people will need to access high quality alternative provision. Where this is the case:

- there will need to be a quality assured framework of alternative providers.
- Schools and settings will need to monitor the quality of providers and keep in close contact with the children and young people that they have placed and be confident that the young people accessing these provisions are safe and making appropriate progress.

Some children and young people require access to resource bases located on mainstream school sites. Birmingham City Council will need to ensure:

- there are sufficient places at resource bases, particularly for secondary aged pupils particularly for children with autism.
- there is clarity about the process for becoming a resource base.
- there is sufficiency for differing needs and in all localities where appropriate.

Some children or young people will require special school provision. Birmingham City Council will need to ensure that:

- sufficient special school provision is available for Birmingham pupils.
- there is a plan for emerging needs and development of provision where necessary.
- there is coverage for areas of need across all localities is planned for.
- clear pathways exist both into and out of special schools.

A small number of children or young people will require a placement in an independent non- maintained special school provision. Access to such provision should be for learners who:

- for their safety and/or complexity require a placement out of the city.
- have needs that are so individual or complex that Birmingham cannot make provision for them.

### **PRIORITY 3: Develop a unified resource allocation system to distribute the range of SEND funding across all schools and settings in order to make the most effective use of available resources and maximise the impact on outcomes for young people**

The system for distributing financial resources will need to ensure that:

- there is a systematic, fair and transparent and graduated system for distributing financial resources across all types of settings which is well understood by providers and aligned with DfE guidance. This system facilitates the decision making and distribution of funding to all settings including:
  - Early years settings
  - Mainstream schools
  - Post-16 providers
  - Resource Bases
  - Special schools
  - Alternative provision
  - Independent and non-maintained provision
- there is a funding continuum which describes how incrementally financial resources can be allocated to a range of children or young people, from those with least need receiving small amounts of high needs top up funding, to those with the most complex needs or in the most complex circumstances receiving higher levels of funding.
- there is adequate funding for early years settings to ensure children get a good start.
- the Notional SEN Budget totalling £161 million which is available to Birmingham's schools is utilised flexibly in order that they can make arrangements for children in their school.
- there is guidance to schools and SENCOs about the types of interventions or arrangements they may be expected to make using this resource.
- there is a system in place for young people without an EHCP, which allows top up funding to be allocated within mainstream schools. This system should be based on the best aspects of the existing funding model for mainstream schools, CRISP (Criteria for Specialist Provision) and the banded funding model for special schools.
- families or young people with an EHCP should be offered a personal budget so that they have increased choice and control over the arrangements that affect their lives.

## 5. CONCLUSION: BIRMINGHAM - A GREAT PLACE TO GROW UP

The new approach in Birmingham outlined in this Strategy centres on inclusive practice and the commitment that all children and young people will make a successful journey through our provision into adulthood. It is underpinned by strong principles of raising achievement and working in collaboration with families. This strategy aims to use the available resources effectively and maximise the impact on the lives and adult outcomes of our citizens.

This strategy is written in line with the SEND Code of Practice and the United Nations Convention of the Rights of Persons with Disabilities which states a commitment to *inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education*.

As the youngest city in Europe with over 40% of the population under the age of 25, we need a future for all young people ensuring they have the support and opportunities they need as they grow into the future citizens of our city.

## 6. OUTLINE DELIVERY PLAN

A separate outline delivery plan is available to accompany the draft strategy. A detailed plan will be developed for the final agreed strategy, incorporating feedback from consultation with key stakeholders.

## 7. GOVERNANCE & MONITORING

The Inclusion Commission will continue to meet quarterly to oversee the implementation of the Strategy and monitor progress. The SEND Programme Board will meet monthly to ensure delivery of the plan. Working groups will focus on the three priorities and the communications, engagement, consultation and co-production plan.

## 8. APPENDICES TO THE DRAFT STRATEGY

- Outline Delivery Plan
- Consultation document and questionnaire
- Frequently Asked Questions

# Birmingham's Strategy for SEND & Inclusion - Consultation

## Outline Delivery Plan June 2017

	Priority 1 - Assessment Framework	Priority 2 – Provision	Priority 3 – Finance
	<div>Customer Charter inc. Schools, SENAR, Partners, Families</div> <div>Information &amp; Advice, Complaints, Role of SENDIAS</div> <div>Develop a model for SEN Support Plans – develop templates, process, training, pilot, evaluate learning, roll out across all sectors</div> <div>Review EHCP Process – Evidence for Assessment, Writing plans, Quality Assurance and Annual Review Process</div> <div>Overall Assessment Framework, processes of application, factors for decision making</div>	<div>Early Years Transition Pathways</div> <div>Mapping Provision, Needs and Gap Analysis</div> <div>Special School Provision and Pathways</div> <div>Joint SEND Commissioning Strategy</div> <div>Post 16 and Post 19 Provision &amp; Pathways</div> <div>Commissioning Plans</div> <div>Consistent model across Mainstream Provision</div> <div>Quality Assurance Framework</div> <div>Local Commissioned Model for SEMH - Implementation</div>	<div>SEND Budget Recovery Plan underway</div> <div>Reduce Independent Placements &amp; Costs</div> <div>Review of Joint Funding Arrangements – Social Care</div> <div>Reduce Alternative Provision Costs</div> <div>Efficiency Savings on support services</div> <div>Review Exceptional Special Needs Funding and Top up reduction</div> <div>Savings on Pupil Connect</div> <div>Unified Financial Resource Allocation System ISEY/CRISP/ BANDED/ESN</div> <div>Strategy for Managing the High Needs Budget – Financial Modelling</div> <div>SEN Children accessing their full Early Years Entitlement</div> <div>Code of Conduct for Mainstream SEN Funding (links to Priority 1)</div> <div>Personal Budgets Pilots</div>
Cross-cutting Themes	Governance & Oversight – Inclusion Commission, SEND Programme Board, Working Groups		
	Developing a way to track Benefits, Costs & Savings		
	Communications, Engagement, Consultation, Co-Production (Education, Schools, Social Care, Health & Citizens)		
	Improving Data & Management Information		
Dependencies	SEND ICT System Implementation		



# Birmingham's Strategy for SEND & Inclusion

## **Consultation Document**

9<sup>th</sup> June – 31<sup>st</sup> July 2017



	<b>Pages</b>
<b>Foreword</b>	<b>3</b>
<b>Introduction</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• What are we consulting on?</li> <li>• How will we consult people?</li> <li>• How long will this consultation run for?</li> <li>• Who will be affected by the results of this consultation?</li> </ul>	
<b>Background Information</b>	<b>6</b>
<b>Section 1 – Our Proposals</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Our Vision</li> <li>• Our Mission</li> <li>• Our Objectives</li> <li>• Our Priorities</li> </ul>	<b>10</b> <b>10</b> <b>11</b> <b>15</b>
<b>Section 2 – Have your say</b>	<b>23</b>
<ul style="list-style-type: none"> <li>• How people can take part in this consultation and contact details</li> </ul>	

## Foreword

I am delighted to introduce Birmingham's Strategy for SEND (Special Educational Needs and/or Disability) and Inclusion 2017-2020. This has been produced by the Inclusion Commission, set up by the City Council in 2016 to improve the services for these children and young people.

We have set out our Vision of what we seek to achieve, our Mission stating how to do this and the Strategy which outlines the actions we will take to achieve this.

A key feature of the Mission is a commitment to work in partnership to achieve the high quality provision that Birmingham's children, young people and their families deserve.

You are invited to contribute to the consultation taking place over the summer term in order to gather the views of stakeholders, including parents, children and young people and a wide range of professionals and practitioners. The Inclusion Commission will receive feedback in September 2017 to inform the final strategy and detailed plan of how it will be implemented.

Please take part in the consultation because we really want to hear your views.

Yours sincerely



**Professor Geoff Lindsay FBP sS, FAcSS, HonMBPsS**  
**Chair, Inclusion Commission**

# **Introduction**

## **What are we consulting on?**

We are consulting on Birmingham's new Strategy for SEND (Special Educational Needs and/or Disabilities) and Inclusion and the proposed direction of travel, including the Vision, Mission, Objectives, Priorities and our plans so far.

The Local Authority is obliged under Section 30 of the Children and Families Act 2014 to keep its Local Offer under review and therefore the consultation responses where appropriate will be fed into that ongoing review.

## **How will we consult people?**

1. We will be asking for views on our proposals from children, young people and families who use SEND services, parents, carers, city council staff, health partners, schools and settings
2. We will be consulting with a wide group of stakeholders from education, health, social care and we will make use of professional forums arranged during the consultation period as part of this.
3. We will work with our key stakeholders in schools, settings, providers and other professional bodies to identify the best way to consult with families of children and young people.
4. You can tell us your views by completing a questionnaire, taking part in consultation meetings, by emailing or telephoning us. We will listen to and take note of all your comments
5. We will publish a summary of comments received in an anonymous format, removing any personal details and explaining what we plan to do next. We will make this widely available to show where we have changed any proposals as a result of listening to people's views. Where we have not made changes to our proposals we will explain why this was the case.
6. When the consultation has closed, we will prepare a report to the Inclusion Commission about what we have found out. This will inform a further report to Cabinet on the final strategy and the plan for implementation. The Inclusion Commission was set up to undertake a review of SEND services in Birmingham including stakeholders from education, health, social care, parent/carer representatives and young people. The Cabinet is the governing body of the City Council, made up of elected councillors; it is responsible for decisions on all Council services.

## **How long will this consultation run for?**

This consultation will begin on Friday 9<sup>th</sup> June and end Monday 31<sup>st</sup> July 2017 at midnight.

## **Who will be affected by the results of this consultation?**

This consultation includes the following people

- Children and young people who have special educational needs and/or disability (SEND)
- Parents, carers and families of children and young people who have SEND
- Birmingham City Council education and social care staff
- Health organisations in Birmingham (including NHS trusts and CCGs) and their staff involved in development of Education Health & Care Plans
- All Birmingham schools, including Governing bodies, Head Teachers, SENCOs
- Children's centres
- Early Years settings and providers
- Post 16 settings and providers
- Post 19 settings and providers
- Private, third sector and voluntary providers of services for children and young people who have SEND
- Youth offending teams

## Background Information

Following the introduction of the Children and Families Act in 2014 and the Special Educational Needs & Disability Code of Practice: 0-25 years in 2015, Birmingham has implemented a range of new assessment procedures to ensure that the needs of its most vulnerable children and young people are identified and met appropriately.

Implementing the Government's SEND reforms in our large diverse city has been very challenging. The whole system has been under great strain to try to meet deadlines and deliver within the allocated budget.

Birmingham City Council members and officers identified the need for a root and branch review of the city's approach to making provision for children and young people with SEND. As a result, Birmingham City Council established an Inclusion Commission in October 2016 to explore the effectiveness of current arrangements in the City for children and young people who have SEND across the 0-25 age range and began to develop a new Inclusion Strategy. The work of the Commission has included early years settings, mainstream schools and colleges, resource bases, specialist providers, independent non-maintained schools and independent specialist colleges.

## The SEND Review

A review of SEND services has been overseen by the Inclusion Commission which has been led by an independent Chair, Professor Geoff Lindsay from Warwick University. The Inclusion Commission Board comprises representatives from stakeholder groups including education, health, social care, parents, young people and Birmingham City Council members. The work of the Inclusion Commission has been informed by six work streams:

- |   |                               |
|---|-------------------------------|
| 1. Learners with social emotional and mental health needs | 4. Specialist provision       |
| 2. SEN Assessment   | 5. SEN Support                |
| 3. High Needs funding                                     | 6. Preparation for adulthood. |

These work streams met during a period of three months from September to December 2016. The work streams were chaired by senior leaders from schools and Birmingham City Council. SEND4change, an independent organisation with expertise in understanding arrangements for children and young people with SEND, was commissioned by the City Council to facilitate a consultation exercise with a wide range of stakeholders. This has informed the

work of the Inclusion Commission and made recommendations about key priorities which should be included in a new strategic approach for inclusion in Birmingham.

Throughout the review process, the views of parents were actively sought and every effort was made to ensure that their voice is valued and heard and their views are embedded within the draft strategy. Parents' contributions were made either as members of work streams or as part of a separate event facilitated by the Parent Carer Forum. As plans move forward, it will be ensured that young people have also an opportunity to contribute. It was agreed there is a need for collective responsibility between the Inclusion Commission, Health, Providers, Services and the Local Authority in order to deliver the necessary changes.

From the outcomes of the review, a number of common themes emerged and there was consensus in the working groups about three key priorities which are needed to strengthen and improve the current arrangements for SEND across Birmingham. Building on this work, a joint vision statement has been developed with the Inclusion Commission to help set the overall direction of the strategy. From this a mission and series of objectives were agreed alongside the three key priorities. The Inclusion Commission has given agreement for the draft strategy, vision, mission, objectives, priorities and outline delivery plan to be issued more widely for formal consultation prior to drafting the final strategy.

## **(A) What is your interest in this consultation?**

**Are you:** (Please tick as many boxes which apply)

**A child, young person or adult up to 25 years,  
with a special educational need and/or disability**

☐

**(B) – If you are a child or young person, tick your age group below**

0-4	5-10	11-15	16-18	19-25	Not applicable
-----	------	-------	-------	-------	----------------

**A parent or carer of a child or young person with  
a special educational need and/or disability**

☐

**(C) If you are a parent/carers, what age range are the children in your family? (tick as many as apply)**

0-4	5-10	11-15	16-18	19-25	Not applicable
-----	------	-------	-------	-------	----------------

**(D) If you are a young person or parent/carers, what types of special educational needs or disabilities apply to you or your family (tick as many as apply)**

**Specific Learning Difficulty**

**Cognition & Learning Difficulty**

**Profound & Multiple Learning Difficulty**

**Social, Emotional and Mental Health**

**Speech Language & Communication Needs**

**Hearing Impairment**

**Visual Impairment**

**Multi-Sensory Impairment**

**Physical Disability**

**Autistic Spectrum Condition**


**(A) - Continued from overleaf**

<b>Birmingham City Council employee (non schools)</b>	<input type="text"/>
<b>Councillor or MP</b>	<input type="text"/>
<b>Health service (eg NHS or Clinical Commissioning Group)</b>	<input type="text"/>
<b>Teacher or schools staff</b>	<input type="text"/>
<b>School Governor</b>	<input type="text"/>
<b>Early Years provider</b>	<input type="text"/>
<b>Post 16 education provider</b>	<input type="text"/>
<b>Post 19 education provider</b>	<input type="text"/>
<b>Private or voluntary provider</b>	<input type="text"/>
<b>Other Interest – please specify</b>	<input type="text"/>



## Section 1 – Our proposals

### OUR VISION

Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.

**1a. Do you support our proposed Vision for Birmingham?**

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

**1b. Please provide reasons for your answer**

### OUR MISSION

To implement an efficient and inclusive system where practitioners work with families, children and young people aged 0-25, to develop trust and confidence in order to build genuine and good quality partnerships. This will be achieved by practitioners from all sectors working together collaboratively to deliver the most appropriate local provision and support.

**2a. Do you support our proposed Mission for Birmingham?**

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

**2b. Please provide reasons for your answer**

## OUR OBJECTIVES

We have developed four objectives which outline what we want to achieve through this strategy:

- We will develop joint commissioning to ensure resources are used fairly and effectively to provide maximum impact on outcomes.

*This means education, health and social care working together and pooling their money to ensure best value and outcomes for children, young people and families*

### 3a. Do you agree or disagree with this objective?

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

### 3b. Please provide reasons for your answer

### 3c. How will this affect you?

- We will provide services that ensure the needs of children and young people who have special educational needs and disabilities and their families are at the heart of all that we do. We aim to offer this as locally as possible.

*This means we will talk to you and involve you in planning and decision making.*

**4a. Do you agree or disagree with this objective?**

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

**4b. Please provide reasons for your answer**

**4c How will this affect you?**

- It is our aim that all Birmingham mainstream provision will be welcoming, accessible and inclusive, adhering to the SEND Code of Practice, so that they can meet the needs of most children and young people aged 0-25 who have special educational needs and/or disabilities.

*This means you can expect your mainstream local school or setting to make every reasonable adjustment to meet the needs of your children or young people.*

**5a. Do you agree or disagree with this objective?**

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

**5b. Please provide reasons for your answer**

**5c. How will this affect you?**

- **We will develop flexible pathways to enable children and young people to access the right provision and services to meet their individual needs different stages. This will deliver the best possible outcomes, including education, employment and training, as young people move into adulthood.**

*This means we will regularly review the type of provision that can best meet the needs of a child or young person and work with you to agree the best placement throughout the child or young person's education.*

**6a. Do you agree or disagree with this objective?**

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

**6b. Please provide reasons for your answer**

**6c. How will this affect you?**

## OUR PRIORITIES

We have developed three key priorities which we will focus on to deliver the new strategy:

- **Develop a framework of SEND assessment and planning from 0-25 years to enable professionals and partners to meet the full range of individual need and raise achievement**

*This means you can expect teachers and professionals to plan and effectively meet your child's special educational needs, including accessing extra funding, without always needing an Education Health and Care Plan.*

**Further information about what we are planning under Priority 1 can be found in the Draft Strategy page 16-17 and the Outline Delivery Plan.**

### 7a. Do you agree or disagree with this priority?

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

### 7b. Please provide reasons for your answer

### 7c. How will this affect you?

- **Ensure there is a sufficient and appropriate range of quality provision to meet the needs of children and young people who have special educational needs and/or disabilities aged 0-25 years and improve outcomes from early years to adulthood**

*This means we will ensure there are enough good placements available in Birmingham for children and young people of all ages 0-25 to meet all levels of need.*

**Further information about what we are planning under Priority 2 can be found in the Draft Strategy page 18-19 and the Outline Delivery Plan.**

**8a. Do you agree or disagree with this priority?**

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

**8b. Please provide reasons for your answer**

**8c. How will this affect you?**

- **Develop a unified resource allocation system to distribute the range of SEND funding across all schools and settings in order to make the most effective use of available resources and maximise the impact on outcomes for young people**

*This means we will develop a system to give funding to schools and settings, based on individual needs of children and young people, and make sure we can clearly see the difference the money has made.*

**Further information about what we are planning under Priority 3 can be found in the Draft Strategy page 20 and the Outline Delivery Plan**

**9a. Do you agree or disagree with this priority?**

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

**9b. Please provide reasons for your answer**

**9c. How will this affect you?**



10. Do you have any comments on any other aspect of our draft strategy and plans, or any ideas for making SEND services more effective?

## About you

We would like you to tell us some things about you. You do not have to tell us if you do not want to, but if you do, it will help us to plan our services.

**Which age group applies to you?** (please tick one box only)

0-4	5-10	11-15	16-18	19-25	20-24	25-29	30-34	35-39
40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80+

**What is your sex?** (please tick one box only)

Male

☐

Female

☐

**Do you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more?** (please tick one box only)

Yes

☐

No

☐

Prefer not to say

☐

**If yes, do any of these conditions or illnesses affect you in any of the following areas?** (please tick all that apply)

1. Vision (e.g. blindness or partial sight)

☐

2. Hearing (e.g. deafness or partial hearing)

☐

3. Mobility (e.g. walking short distances or climbing stairs)

☐

4. Dexterity (e.g. lifting and carrying objects,  
using a keyboard)

☐

5. Learning or understanding or concentrating

☐

6. Memory

☐

7. Mental Health

☐

8. Stamina or breathing or fatigue

☐

9. Socially or behaviourally (e.g. associated with

☐

Autism, attention deficit disorder or Asperger's Syndrome)

10. Other (please write in)

**What is your ethnic group?** (please tick one box only)

**White**

English/ Welsh/ Scottish/ Northern Irish/ British

☐

Irish

☐

Gypsy or Irish Traveller

☐

- Polish ☐
- Baltic States ☐
- Jewish ☐
- Other white European (including mixed European) ☐
- Any other White background (please write in)

**Mixed/ multiple ethnic groups**

- White and Black Caribbean/African ☐
- White and Asian ☐
- Any other Mixed background (please write in)

**Asian/ Asian British**

- Afghani ☐
- Bangladeshi ☐
- British Asian ☐
- Chinese ☐
- Filipino ☐
- Indian Sikh ☐
- Indian Other ☐
- Kashmiri ☐
- Pakistani ☐
- Sri Lankan ☐
- Vietnamese ☐

Any other Asian background (please write in)

**Black African/ Caribbean/ Black British**

African

☐

Black British

☐

Caribbean

☐

Somali

☐

Any other Black/African/Caribbean background (please write in)

**Other ethnic group**

Arab

☐

Iranian

☐

Kurdish

☐

Yemeni

☐

Any other ethnic group (please write in)

**What is your sexual orientation** (please tick one box only)

Bisexual

☐

Gay or Lesbian

☐

Heterosexual or Straight

☐

Other

☐

Prefer not to say

☐

**What is your religion or belief?** (please tick one box only)

No religion ☐

Christian (including Church of England, Catholic,  
Protestant and all other Christian denominations) ☐

Buddhist ☐

Hindu ☐

Jewish ☐

Muslim ☐

Sikh ☐

Any other religion (please write in)

**Thank you for taking the time to be part of this consultation.**

**Returning this Paper Questionnaire**

**Please post it to us at:**

**Birmingham's Strategy for SEND and Inclusion**

**PO Box 16465**

**Birmingham**

**B2 2DG**

**Completing an online version of the questionnaire:**

<https://www.birminghambeheard.org.uk/people-1/send-inclusion>

## Section 2

### Have your say

During the consultation period there are various ways in which you can find out more and give us your views. You can do this by:

### Completing a consultation questionnaire online

You can complete an online version of the questionnaire and download copies of the consultation document **from 9<sup>th</sup> June 2017** at:

<https://www.birminghambeheard.org.uk/people-1/send-inclusion>

### Paper copies and other accessible formats

If you require a paper copy or a more accessible format such as an Easy Read version, please use the contact details at the bottom of the page.

### Parent & Carer Meetings

Parents and Carers are invited to attend one of the public meetings below, at which a senior manager from Education services will explain the proposals.

Please book a place by emailing [education@birmingham.gov.uk](mailto:education@birmingham.gov.uk)

Please let us know before the meeting if you have any special requirements, for example; an interpreter, a hearing loop or large print materials.

DATE	VENUE
<b>Wed 5<sup>th</sup> July 2017</b> <b>10:30am-12:30</b>	North City Wilson Stuart School, Perry Common Road, Erdington, B23 7AT
<b>Thurs 6<sup>th</sup> July 2017</b> <b>11:00-13:00</b>	South City All Saints Centre (Marjorie Allen Room), 2 Vicarage Road, Kings Heath B14 7RA
<b>Thurs 13<sup>th</sup> July</b> <b>18:00-20:00</b>	City Centre Birmingham City Council Offices, 10 Woodcock Street, Aston, B7 4BL

## **Schools, Settings and Colleges**

Talk to your child or young person's school, setting or college to find out how they are getting involved in the consultation.

### **Contacting us about the consultation**

If you have any questions, comments, or want to request a paper copy of the questionnaire and consultation document, please use the contact details below.

Email: [Education@birmingham.gov.uk](mailto:Education@birmingham.gov.uk)

Phone: **0121 303 5154**

Write to: **Birmingham's Strategy for SEND and Inclusion**

**PO Box 16465**

**Birmingham**

**B2 2DG**

# **Birmingham's Strategy for SEND & Inclusion**

## **Frequently Asked Questions – updated 9<sup>th</sup> June 2017**

### **Is this strategy being developed just to save money?**

There is considerable budget pressure and we need to use our resources more effectively. There is already a budget recovery plan in place to address the immediate pressure. In the longer term the strategy aims to re balance the use of the budget away from expensive independent providers and towards our own Birmingham schools – both mainstream and special.

### **Is it just about reducing the number of Education Health & Care Plans (EHCPs), which means denying children who need them?**

It is hoped that more families will be confident that their local mainstream school or setting can meet the needs of their child needs via an SEN Support Plan and access resources without the need for an EHCP. This should mean that those children needing a plan will get a better service with more capacity for officers to maintain and review plans appropriately.

### **Will it involve moving children in and out of provision?**

We want there to be more flexibility for children and young people to move in and out of specialist provision when it is appropriate. The annual review process and key transition points will be used to re-evaluate the pathway for the young person, and through working with families, we will identify how to achieve the best adult outcomes.

Anyone currently in independent provision who is settled will not be required to move but where a family are looking for a change, a place at a Birmingham school will be offered if possible.

### **Are we planning to close special schools?**

We will need all the special school places and have no plans to close schools. We will be looking to develop more Birmingham provision for very complex cases and young people aged over 19.

### **I need an EHCP for secondary transfer – will this mean my child is less likely to get the place they need?**

We know that secondary transfer can be a driver for an EHCP request. We want to look at our admissions policy to explore the idea of SEN support being given some priority when making decisions about places. We also aspire to having a fully inclusive secondary sector where all families can feel confident as their child moves on.

### **Will more children with SEN in mainstream schools affect school data used by Ofsted?**

It is understandable that schools feel under pressure regarding standards and Ofsted but this must not stop us doing what is right. All schools should be inclusive as per the SEND Code of Practice and be able to present the data to show the achievement of different groups. We have schools in the city that are very inclusive and rated highly by Ofsted we plan to share this good practice and help every school be bold and inclusive.



**Have mainstream staff got the expertise and qualifications to deliver for our children and young people with SEND?**

We have a very committed team of SENCOs in our schools with high levels of expertise. Our SEN support services offer training and support. There are many examples of excellent practice in Birmingham's mainstream schools and we would work with the Birmingham Education Partnership to facilitate sharing of good practice.

**How is this going to be different to previous years?**

This has to be different because the current situation is unsustainable. This strategy is different because it has been developed by the Inclusion Commission which has representatives from a wide range of stakeholders including health, social care, education, schools, private and voluntary providers and parents and young people. The strategy aims to underpin the high level vision with practical proposals for delivery and implementation.

**Will there be any further consultation taking place?**

Yes it is intended to consult on more detailed proposals as they emerge. We will do this through a variety of ways to ensure engagement with families and practitioners.



# Schools, Children and Families O&S Committee: Work Programme 2017/18

**Chair:** Cllr Susan Barnett

**Committee Members:** Cllrs: Sue Anderson; Matt Bennett; Kate Booth; Barry Bowles; Debbie Clancy; Shabrana Hussain; Nagina Kauser; Julie Johnson; Chauhdry Rashid; Martin Straker-Welds and Alex Yip

Representatives: Samera Ali, Parent Governor; Evette Clarke, Parent Governor, Richard Potter, Roman Catholic Diocese; and Sarah Smith, Church of England Diocese

**Officer Support:** Link Officer: Seamus Gaynor

Scrutiny Team: Emma Williamson (464 6870) Amanda Simcox (675 8444)

Committee Manager: Louisa Nisbett (303 9844)

## 1 Priority Issues

1.1 The following were highlighted in June as the priority issues for the committee's 2017/18 municipal year:

- Children's Trust
- Children missing school and missing from school e.g. permanent exclusions, home schooled and changing schools
- Early Years
- Parents Manifesto
- School attainment/improvement (briefing paper and also headline data would usually be discussed in November, however the agenda is full)
- Young people and housing (may be a joint piece of work with Housing and Homes O&S Committee)
- Fair Access protocol with all Schools (September)

1.2 Annual reports/updates on:

- School places sufficiency (needs to be programmed – would have been November, however the agenda is full)
- Birmingham Safeguarding Children Board (BSCB)
- Youth Justice Strategic Plan
- Progress reports on the Committee's Previous Inquiries: Child Sexual Exploitation (CSE), Children Missing from Home and Care and Corporate Parenting.



## 2 Meeting Schedule

<b>All at 1.30 pm in Committee Rooms 3 &amp; 4</b>	<b>Session / Outcome</b>	<b>Officers / Attendees</b>
14 June 2017	Informal meeting to discuss the Work Programme.	
12 July 2017 <b>At 2pm</b>  Send out: 4 Jul 2017	The Education and Children's Social Care Improvement Journey	Cllr Brigid Jones, Cabinet Member for Children, Families and Schools and Colin Diamond, Interim Corporate Director, Children and Young People
	Birmingham's new Strategy for SEND (Special Educational Needs and/or Disabilities) and Inclusion Consultation	Jill Crosbie, AD, SEND Professor Geoff Lindsay, Chair, Inclusion Commission
13 September 2017  Send out: 5 Sep 17	Children's Trust  (In addition there is a briefing session for all Councillors on 11 <sup>th</sup> July 2017 at 12pm)	Colin Diamond, Interim Corporate Director, Children and Young People
	Fair Access Protocol Consultation  The purpose of the protocol is to ensure that outside the normal admissions round, children without school places, especially the most vulnerable, are admitted to a suitable school as quickly as possible. The protocol is also required to ensure that no school is asked to take a disproportionate number of children who have been excluded from other schools or who have challenging behaviour.	June Maw, Interim School Admissions Strategic Support Manager
18 October 2017  Send out: 10 Oct 2017	Tracking: Corporate Parenting  <ul style="list-style-type: none"> <li>To include Care Leavers</li> </ul>	District Corporate Parent Champions  Andy Pepper, AD, Children in Care Provider Services



<b>All at 1.30 pm in Committee Rooms 3 &amp; 4</b>	<b>Session / Outcome</b>	<b>Officers / Attendees</b>
	<p>Tracking: Children Missing from Home and Care and update on CSE</p> <p>Last discussed on 26 April 2017 and outstanding action was that the following be included in update:</p> <p>Key measures of success that will be used and the WMP to come back with case studies.</p>	<p>Superintendent Paul Drover and Chief Superintendent Claire Bell - West Midlands Police</p> <p>Alastair Gibbons, Executive Director for Children Services,</p> <p>Debbie Currie, AD Child Protection, Performance &amp; Partnership, Nancy Meehan, Interim Head of Service Margaret Gough, CSE Co-ordinator</p> <p>Chris Neville, Head of Licensing</p>
<p>22 November 2017</p> <p>Send out: 14 Nov 2017</p>	<p>Dave Hill, the new Children's Social Care Commissioner for Birmingham will be in Birmingham on this day.</p>	
	<p>Children's Trust (to invite Andrew Christie, Chair and Andy Couldrick, Chief Executive)</p>	
	<p>Birmingham Safeguarding Children Board (BSCB) Annual report.</p>	<p>Penny Thompson, Chair of BSCB and Simon Cross, Business Manager</p>
<p>13 December 2017</p> <p><b>Room 2</b></p> <p>Send out: 28 Nov 2017</p>	<p>Cabinet Member for Children, Schools and Families Six Month Update.</p>	<p>Councillor Brigid Jones Colin Diamond Alastair Gibbons</p>
	<p>Citywide School Attainment Statistics – Headline data</p>	<p>Colin Diamond, Richard Browne, Intelligence Manager</p> <p>Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP</p>
	<p>Youth Justice Strategic Plan 2016 – 17. To include the number of re-offending rates over time.</p>	<p>Dawn Roberts, AD, Early Help and Trevor Brown, Head Of Youth Offending Services</p>



<b>All at 1.30 pm in Committee Rooms 3 &amp; 4</b>	<b>Session / Outcome</b>	<b>Officers / Attendees</b>
17 January 2018 Send out: 9 Jan 2018	Six Monthly Update on Progress on the Child Poverty Commission's recommendations	Cabinet Member for Transparency, Openness and Equality (Marcia Wynter, Cabinet Support Officer)  Cllr Roger Harmer and Cllr Robert Alden (lead Members on the Commission)  Jacqui Kennedy, Strategic Director for Place  Suwinder Bains, Partnership and Engagement Manager
	The AD, Children in Care Provider Services presents an annual Corporate Parenting Board report to the Schools, Children and Families O&S Committee.	Either January or February - TBC
14 February 2018 Send out: 6 Feb 2018	The AD, Children in Care Provider Services presents an annual Corporate Parenting Board report to the Schools, Children and Families O&S Committee.	Either January or February - TBC
21 March 2018 Send out: 13 Mar 2018	School Attainment Statistics for Secondary and Primary Schools	Colin Diamond, Interim Executive Director for Education and James Killan, Senior Information Officer  Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP
25 April 2018 Send out: 17 Apr 2018	Tracking: Corporate Parenting	District Corporate Parent Champions  Andy Pepper, AD, Children in Care Provider Services
	Tracking: Children Missing from Home and Care and update on CSE	TBC



### 3 Outstanding Tracking

Inquiry	Outstanding Recommendations	Date of Tracking
Children Missing from Home and Care	R2 – Develop an overarching strategy for missing children so responsibilities are clear and understood, <b>risk is managed well, especially for looked after children and persistent runaways, information is shared effectively and appropriate support is in place for children and families.</b>	Update received: 12 October 2016 and 26 April 2017
Corporate Parenting	R1 – R7	Update to be received October 2017
<p>R01 - Councillors to commit to at least one activity from the 'menu of involvement'. This will then be published on the Council's website. A follow-up survey will be undertaken by the Scrutiny Office in nine months requesting an update from Councillors on this. Responsibility - All Councillors, by April 2017.</p> <p>R02 - The menu of involvement for Councillors is developed into a corporate parenting handbook for Councillors for May 2018. This will include providing Councillors with examples of how they can undertake each task. Responsibility: Cabinet Member for Children, Families and Schools by May 2018.</p> <p>R03 - Training is offered to Councillors in the first couple of weeks of becoming a Councillor. Responsibility: Deputy Leader by May 2018.</p> <p>R04 - Every children's home in Birmingham that has a Birmingham child in care is visited by the end of July 2017 and the District Corporate Parent Champions ensure this happens. Responsibility: District Corporate Parent Champions by July 2017.</p> <p>R05 - Supporting documentation for completing cabinet reports includes a requirement that consideration is given as to any impact of the proposals on children in care. If there are likely impacts, the cabinet report should include this in the body of the report. Responsibility: Cabinet Member for Transparency, Openness and Equality by October 2017.</p> <p>R06 - The AD, Children in Care Provider Services presents an annual Corporate Parenting Board report to the Schools, Children and Families O&amp;S Committee. Responsibility: Cabinet Member for Children, Families and Schools by February 2018.</p>		

### 4 Visits

- 4.1 Previously Members visited the children in care social work teams to talk to front line staff: North West Central (21<sup>st</sup> February 2017), East (8<sup>th</sup> March 2017) and South (22<sup>nd</sup> July 2016 (included the ASTI Team) and 9<sup>th</sup> March 2017). Members may wish to visit other social work teams etc.

### 5 Inquiry

- 5.1 The committee to agree the topic for their inquiry.

#### Inquiry (TBC)

Date	Item



## 6 Working Groups

6.1 Members may wish to set-up Member led working group(s).

## 7 Useful Acronyms

<p>ASTI = Assessment and Short Term Intervention</p> <p>BEP = Birmingham Education Partnership</p> <p>BSCB = Birmingham Safeguarding Children Board</p> <p>CAF = Common Assessment Framework</p> <p>CAFCASS = Child &amp; Family Court Advisory Support Service</p> <p>CAMHS = Child and Adolescent Mental Health Services</p> <p>CASS = Children's Advice and Support Service</p> <p>CIC = Children in Care</p> <p>CICC = Children in Care Council</p> <p>COBS = City of Birmingham School</p> <p>CPR = Child Protection Register</p> <p>CRB = Criminal Records Bureau</p> <p>CSE = Child Sexual Exploitation</p> <p>DFE = Department for Education</p> <p>DV = Domestic Violence</p>	<p>EDT = Emergency Duty Team</p> <p>EFA = Education Funding Agency</p> <p>EHE = Elective Home Education</p> <p>EYFS = Early Years Foundation stage</p> <p>FCAF = Family Common Assessment Framework</p> <p>FGM = Female Genital Mutilation</p> <p>FSM = Free School Meals</p> <p>IRO = Independent Reviewing Officer</p> <p>Key Stage 1 (Ages 5-7) Years 1 and 2</p> <p>Key Stage 2 (Ages 7-11) Years 3, 4, 5 and 6</p> <p>Key Stage 3 (Ages 11-14) Years 7, 8 and 9</p> <p>Key Stage 4 (Ages 14-16) Years 10 &amp; 11</p> <p>Key Stage 5 (ages 16 – 18)</p> <p>LSCB = Local Safeguarding Children Board</p> <p>MASH = Multi Agency Safeguarding Hub</p> <p>NEET = Not in Education, Employment or Training</p> <p>NRPF = No Recourse to Public Funds</p> <p>Ofsted = Office for Standards in Education</p>	<p>PCT = Primary Care Trust</p> <p>PEP = Pupil Education Plan</p> <p>PEX = Permanent Exclusions</p> <p>PIE = Pride in Education</p> <p>RAG = Red, Amber, Green</p> <p>SCR = Serious Case Review</p> <p>SEN = Special Educational Needs</p> <p>SENAR = SEN Assessment and Review</p> <p>SENDIASS = SEND Information, Advice and Support Service</p> <p>SENCO = Special Educational Needs Coordinator</p> <p>SEND = Special Educational Needs and Disability</p> <p>SEDP = Special Education Development Plan</p> <p>SGOs = Special Guardianship Orders</p> <p>TA=Teaching Assistant</p> <p>UASC = Unaccompanied Asylum Seeking Children</p> <p>YDC = Young Disabled Champions</p> <p>YOT = Youth Offending Team</p>
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## 8 Forward Plan for Cabinet Decisions

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

ID Number	Title	Proposed Date of Decision
000232/2015	School Organisation Issues which may include Closures, Amalgamations, Opening of a new school – Standing Item	30 Jun 17
000732/2015	Provision of Additional Places at Harborne Primary School (Lordswood Academy Annexe) to meet Immediate Need and Demographic Growth for September 2016 Onwards – FBC	25 Jul 17
002307/2016	Council run Day Care Services – Review of delivery and future options for sustainability.	19 Sep 17
002600/2016	Unattached School Playing Fields – Disposal for Development	25 Jul 17
003489/2017	Small Heath School conversion from Foundation School to Academy status	31 Jul 17
003492/2017	Provision of Additional Special School Places for Brays School at the Annexe on the International School site, to meet demographic growth from September 2016 onwards, & replacement of time and condition-expired roofs – FBC (PUBLIC)	16 May 17
003514/2017	Birmingham Children's Trust	31 Jul 17
003671/2017	Provision of Refurbished Accommodation to meet Additional Primary Places and to consolidate City of Birmingham Schools (COBS) Locations from 2018 Onwards – Full Business Case.	19 Sep 17