

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

EDUCATION AND VULNERABLE CHILDREN OVERVIEW AND SCRUTINY COMMITTEE

WEDNESDAY, 16 MARCH 2016 AT 14:00 HOURS
IN COMMITTEE ROOM 2 - TO BE CONTINUED ON 23 MARCH AT 1400 HOURS IN COMMITTEE ROOMS 3 & 4, COUNCIL HOUSE, BIRMINGHAM B1 1BB, [VENUE ADDRESS]

A G E N D A

1 NOTICE OF RECORDING/WEBCAST

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

2 APOLOGIES

To receive any apologies.

5 - 12

3 MINUTES OF THE LAST MEETING - 10 FEBRUARY, 2016

To confirm and sign the minutes of the last meeting on 10 February, 2016

13 - 22

4 CABINET MEMBER FOR CHILDREN'S SERVICES TO REPORT BACK ON THE OUTCOMES OF THE EARLY YEARS REVIEW CONSULTATION AND NEXT STEPS (2.10 – 2.50) – 40 MINS

23 - 84

5 SCHOOL ATTAINMENT STATISTICS FOR SECONDARY SCHOOLS (DETAIL) (2.50 – 3.30) – 40 MINS

<u>85 - 102</u>	6	<u>SPECIAL EDUCATIONAL NEEDS (SEN) AND EDUCATION, HEALTH AND CARE PLANS (EHC) (3.30 – 4.00) - 30 MINS</u>
<u>103 - 112</u>	7	<u>EDUCATION AWARDS APPEALS (HOME TO SCHOOL TRANSPORT) (4.00 – 4.40) – 40 MINS</u>
<u>113 - 122</u>	8	<u>WORK PROGRAMME</u> To discuss the Work Programme
	9	<u>MEETING ADJOURNMENT</u> To adjourn the meeting until Wednesday, 23 March, 2016 at 1400 hours in Committee Rooms 3 & 4, Council House, Victoria Square, Birmingham B1 1BB
	10	<u>NOTICE OF RECORDING/WEBCAST - 23 MARCH, 2016</u> 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) and members of the press/public may record and take photographs. The whole of the meeting will be filmed except where there are confidential or exempt items.
	11	<u>APOLOGIES - 23 MARCH, 2016</u> To receive any apologies.
	12	<u>DISTRICT CHAIRS (2.10 - 4.10) - 2 HOURS</u> To discuss how their district Plans are addressing Education and Vulnerable Children - to include Corporate Parenting responsibility; progress made on 'It takes a City to raise a child'; education and safeguarding issues: Cllr John Alden, Edgbaston District Cllr Josh Jones, Erdington District Cllr Ansar Ali Khan, Hodge Hill district Cllr Mahmood Hussain & Neil De-Costa, Perry Barr District Cllr Tony Kennedy, Hall Green District Cllr Ziaul Islam, Ladywood District
<u>123 - 140</u>	13	<u>LOOKED AFTER CHILDREN (LAC) & CORPORATE PARENTING UPDATE (INCLUDING THE ROLE OF DISTRICTS) (4.10 – 4.40) – 30 MINS</u>
<u>141 - 144</u>	14	<u>ENGAGING CHILDREN AND YOUNG PEOPLE IN CARE WITHIN THE SCRUTINY PROCESS - 4.40 – 5.10PM</u>

15 **DATE AND TIME OF NEXT MEETING**

To note the date and time of the next meeting.

16 **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).

17 **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.

18 **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'.

BIRMINGHAM CITY COUNCIL

**EDUCATION AND VULNERABLE
CHILDREN OVERVIEW AND SCRUTINY
COMMITTEE
10 FEBRUARY, 2016**

**MINUTES OF A MEETING OF THE EDUCATION AND VULNERABLE CHILDREN
OVERVIEW AND SCRUTINY COMMITTEE HELD ON WEDNESDAY, 10
FEBRUARY, 2016 AT 1400 HOURS IN COMMITTEE ROOMS 3 AND 4, COUNCIL
HOUSE, BIRMINGHAM**

PRESENT: -

Councillor Susan Barnett in the Chair;

Councillors Sue Anderson, Matt Bennett, Councillor Barry Bowles, Mick Brown, Debbie Clancy, Barbara Dring, Martin Straker-Welds, Chauhdry Rashid, Valerie Seabright and Alex Yip.

Samera Ali – Parent Governor

Richard Potter – Church Representative

IN ATTENDANCE:-

Richard Browne - Intelligence Manager

Colin Diamond - Interim Executive Director for Education

Seamus Gaynor – Link Officer

Alistair Gibbons – Executive Director for Children’s Services

Peter Hay – Strategic Director

Councillor Brigid Jones – Cabinet Member

Louisa Nisbett – Committee Manager

Diana Reeves, Birmingham Safeguarding Children’s Board

Amanda Simcox – Scrutiny Research and Policy Officer

Benita Wishart – Overview and Scrutiny Manager

NOTICE OF RECORDING

- 343 It was noted that the meeting was being webcast for live or subsequent broadcast via the Council’s Internet site (www.birminghamnewsroom.com) and that members of the press/public may record and take photographs. The whole of the meeting would be filmed except where there were confidential or exempt items.

APOLOGIES

- 344 Apologies were submitted on behalf of Councillor Uzma Ahmed and Sarah Smith for their inability to attend the meeting.

MINUTES OF THE LAST MEETING

Page 5, 2nd sentence – She asked and not He asked.

345

RESOLVED:-

That the minutes of the last meeting on 20 January, 2016, having been previously circulated be confirmed and signed by the Chairman.

TRACKING:CHILD SEXUAL EXPLOITATION (CSE)

The following Progress Report was submitted:-

(See document no. 1)

Alistair Gibbons presented the report. During the discussion and in response to questions the following points were made:-

1. The third quarter CSE data had been released. There had been 79 new referrals. A new Missing from Care Policy had just been launched.
2. Recommendation 9 – Since the recommendation Birmingham Children's Services were assisting licensing. A specialist post was not required.
3. Recommendation 10 – There were commission arrangements with the third sector funded from mainstream Children's Commissioning budgets and the CSP subject to normal procurement conditions. Interviews for 3 CSE Co-ordinator posts will be held in 2 weeks.
4. Recommendation 11 – The contracting arrangement was sufficient in this area.
5. Recommendation 12 – The Corporate Parenting Strategy Board had been reshaped as appropriate with better dialogue including with young people in care. All Children's Homes were inspected by Ofsted. There policy was not to place children in homes where the rating was inadequate.
6. Recommendation 13 –Police had used the new powers available and had taken out some Child Protection Orders in the last few months.
7. Samera Ali was pleased progress had been made since the report and felt it highlighted the role the community played in keeping the child safe. She suggested that the report be referred to faith forums so that all places of worship could be contacted about CSE awareness and the community learn how to recognise CSE and keep children safe. She also asked about the costs.
8. Alistair Gibbons advised that work had been done to engage places of worship. A workplan had been devised to raise awareness. There were limited resources in BSCB to do this. The Dudley website was useful and allowed concerns to be reported. A video called BAIT had been distributed to all schools.
9. Councillor Dring stated that the recommendations had been accepted by BCC and therefore should be carried out. She questioned why R10 had not taken place. Councillor Dring added that with regard to R13, Licensing could only

take action following notification from the police so this needed to be tightened up to enable action to be taken sooner.

10. With regard to R10 – Councillor Dring asked what would be reviewed.
11. Alistair Gibbons answered that it had been agreed that they would look at licensing applications from a safeguarding prospective. He was not aware that a review had been carried out. The view was that they were able to respond appropriately to requests from Licensing however this could be reconsidered. Councillor Dring did not accept that R10 had been fully achieved and asked for more information.
12. In response to questions from Councillor Bowles about the frequency of visits and children at inadequate homes, Alistair Gibbons informed that there were still 5 homes for disabled children. Homes were registered with Ofsted and visited twice a year. One visit was unannounced. Section 44 visits could be carried out at any time. The policy was not to place children in inadequate homes. Inadequate homes were required to have a plan for improvement.
13. In reply to Councillor Sue Anderson children in most homes were from different LA's. They considered the individual needs of children. They needed to be more responsive to Ofsted Inspections more quickly and have a robust system to follow this up. Since the last meeting Member training on CSE had been carried out. There was a safeguarding officer in BCC who had a relationship with schools.
14. Diana Reeves, BSCB Chair said the School Health Advisory Services Board wanted to see an emphasis on CSE and this would be driven forward through partnership working.
15. Colin Diamond reported that they had met with representatives of unregulated supplementary schools. A safety kit had been launched by SAFE. The software needed to be updated so that it could be better tracked. The training programme for safeguarding was co-ordinated by Jon Needham.
16. In reply to comments from Councillor Bennett with regard to Rec 9 and the role of the Safeguarding Board, it was reported that some new young people at risk had been identified in the last quarter. Their needs had been assessed and the information shared to achieve the best outcomes.
17. The Chairman stated as follows:-

Recommendation 1 – agreed as achieved

Recommendation 2 – agreed as achieved

Recommendation 3 – agreed as achieved

Recommendation 6 – The Chairman did not agree this had been achieved. More information could be provided.

Recommendation 8 – agreed as in progress

Recommendation 9 – Councillors felt that more clarity was needed. The Chairman suggested this be done outside the meeting.

Recommendation 10 – not agreed as achieved – to be discussed outside the meeting.

Recommendation 11 – agreed as achieved

Recommendation 12 – An email to be sent from Alistair Gibbons giving the date for completion.

Recommendation 13 – More clarification needed about quicker communication. Alistair will take up with W M Police and discuss with Licensing Officers.

The remaining recommendations will be tracked at a future meeting.

18. Councillor Yip asked for details on deadlines for recommendations 4 and 5.

RESOLVED:-

- i) That the information contained in the report be noted; and
- ii) That an update be provided in 6 months' time.

SCHOOL ATTAINMENT STATISTIC FOR PRIMARY SCHOOLS (DETAIL)

The following report was submitted:-

(See document no. 2)

A brief summary of the report was made followed by questions. During the discussion that ensued the following points were made:-

1. The Chairman noted that Birmingham Looked After Children had improved across all subjects. She asked what BEP was doing in particular about Gypsy Romany Children. In response the Committee was informed that the biggest issue was the inequality of the outcome overall. There were some concerns about groups in the City at risk of becoming isolated. They worked with leaders of communities to build trust with families. An enquiry could be made with BEP about their specific targets. The figures were however in line with the national picture of attainment.
2. Samera Ali noted the ongoing difference between the achievement of girls and boys and asked what could be done. Colin Diamond answered that boys and girls developed at different rates. The more formalised way of learning did not always suit boys, however there was a lot that could be done by schools with regard to different teaching methods. The Chairman felt it was good news that education could be tailored to the child.
3. Councillor Seabright welcomed the report and agreed that there were a number of issues. She felt it would be helpful to look at progress made during the year. Councillor Seabright spoke about the shortage of teachers in the City who were also less likely to be attracted to underperforming schools. Councillor Seabright

was interested in the catchment area for Washwood Heath School and the differences between boys and girls also the difference between children who had attended nursery schools to those that had not.

4. BEP had collected data and the Strategy Group meetings had also looked at the information from the 10 Districts. The majority of children attending Washwood Heath School walked to school.
5. It was difficult to recruit and retain teachers at some schools but in Birmingham overall this was okay.
6. Councillor Yip welcomed the increase in free school meals and felt it would be good to see a break down by ethnicity. He felt that Birmingham posed a specific challenge owing to the level of diversity in the City. Councillor Yip asked that attendance be built into the data as well. Richard Browne replied that performance in diverse areas was better than less diverse areas.
7. With regard to questions from Councillor Debbie Clancy about qualified teachers and actions by BEP, Colin Diamond invited her to let him know of examples.
8. Councillor Martin Straker-Welds welcomed the report and asked whether the size of the school had a bearing on the achievement of the children. He was pleased that Ofsted took into account the challenges faced by a school. Colin Diamond reported that BEP was carrying out several training sessions. Councillor Sue Anderson asked whether the District Plans could be requested from BEP so that good practice could be shared.

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RESOLVED:-

That the report be noted.

UNREGISTERED SCHOOLS)

The following report was submitted:-

(See document no. 3)

Colin Diamond gave a verbal update on Unregistered Schools. During the discussion the following points were made:-

1. In 2015 Birmingham City Council drew the issue of Unregistered Schools to the attention of Ofsted and the significant risks involved. Since then they had been all inspected by Ofsted who were regulated by the Department for Education.
2. Birmingham's role was to ensure the children attending these schools were safe. Schools larger than 5 pupils were classed as an unregistered school and could apply for registration.
3. Joint visits had been made to schools. Examples of problems were - no DBS checks undertaken, poor quality of education etc. Schools had been given safeguarding advice.

4. There was now only one known unregistered school who were in the process of registering. The Chairman welcomed the support from the Leader for this issue.
5. In reply to Councillor Bowles, Colin Diamond said that they had held discussions with H M Chief Inspector regarding schools not up to standard and individuals barred from teaching working in unregistered schools. They had discussed the importance of DBS checks.
6. In answer to Councillor Bennett 19 schools had been closed in recent years. The DFE had never prosecuted a single schools but Ofsted was looking at a number of former schools. Councillor Seabright was pleased this had been taken up. The Committee was informed that there were some children that had never been on record and would be hard to track.
7. Councillor Martin Straker-Welds spoke about the lack of educational standards and minimum basic requirements for the schools.

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RESOLVED:-

That the report be noted.

**LGA PEER REVIEW FINDING FOR THE EDUCATION AND SCHOOLS
STRATEGY AND IMPROVEMENT PLAN AND NEXT STEPS**

The following report was submitted:-

(See document no. 4)

Colin Diamond and Peter Hay presented the report. During the discussion that ensued the following points were made:-

1. Reference was made to the 10 recommendations on page 114. Peter Hay thanked Colin Diamond and others for their work with schools.
2. Councillor Seabright said that data was needed to monitor the improvements. She felt that there was risk that longstanding Governors could be lost to the City. Colin Diamond said that the Education Improvement Group met monthly and would look at training.
3. Councillor Martin Straker-Welds said that it would be useful if good news could be notified to Members to enable them to congratulate schools and use as an opportunity to contact them.
4. Peter Hay informed that by 2017 there will be no role for the Local Authority in the running of a school. The District Chairmen informed by data could become a critical friend to the schools.
5. Councillor Sue Anderson spoke about the difficulties faced by Councillors in linking with schools and the lack of plans in place to support and assist them. Councillor Sue Anderson continued that barriers needed to be broken down with this regard. Councillor Debbie Clancy concurred with the comments made by

Councillor Sue Anderson and added that most parents were fully engaged with the schools and could work with schools to stop problems occurring.

6. In response to the Chairman the Work Programme could be used to keep the issue on the agenda.

- 349 **RESOLVED:-**
- i) That the findings of the peer review be noted;
 - ii) That a refreshed improvement plan be presented to Cabinet for approval; and
 - iii) That it be noted that the plan will be monitored by the Cabinet Member, Children's Services and this Scrutiny Committee.

EDUCATION AND VULNERABLE CHILDREN O & S COMMITTEE WORK PROGRAMME 2015/16

The following work programme was submitted:-

(See document no. 5)

The work programme was briefly discussed.

- Remove Councillor Sir Albert Bore and replace with Councillor Mick Brown
- An extra meeting had been arranged for Wednesday, 16 March, 2016 in Room 2.
- 2 additional items to be added to the Work Programme
 - Tracking CSE
 - Rights and participation (Voice of the Child) – Lisa Carter
- The Chairman advised that an email would be sent about either extending the meetings or arranging another additional meeting

- 350 **RESOLVED:-**

That the Work Programme be noted.

DATES AND TIMES OF MEETINGS

- 351 It was noted that future meetings were agreed for the following Wednesdays at 1400 hours in the Council House:-

16 March
23 March
20 April

Councillor Rashid sent his apologies for the next meeting.

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

352 None were received.

OTHER URGENT BUSINESS

353 Councillor Rashid expressed concerns about a school in the City affected by strike action. He was informed that Senior Officers were working with the school however there were still some issues to resolve.

AUTHORITY TO CHAIR AND OFFICERS

354 **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.

The meeting ended at 1652 hours.

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CHAIRPERSON

Report to the Education and Vulnerable Children Overview and Scrutiny Committee – 16th March 2016

Outcomes of the Early Years Review Consultation and Next Steps

Purpose of the Report

To brief the Committee on the outcomes of the Early Years Review Consultation and proposed next steps

Recommendation

That Scrutiny notes:

- the outcomes of the consultation
- The next steps for the Early Years Review

Contact Officer Details:

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Early Years Review – Consultation Outcomes and Next Steps

1. Introduction

Early Years Services are provided to support parents from the time a child is conceived up until the age of 5. How well a child does in their Early Years has a huge impact on how they do in the rest of their lives.

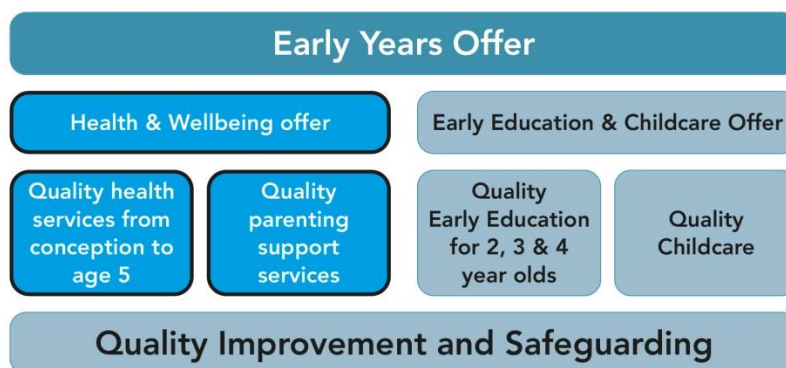
A major transformation programme is currently underway to rethink the way that we deliver Early Years Services in Birmingham with the aim of:

- ✓ Increasing the number of children assessed as having reached a good level of development by the time they start school
- ✓ Ensuring every child has an equal chance to have a good start in life by tackling the inconsistencies between outcomes for different children.
- ✓ Promoting take up of Early Education Services.

A period of extensive consultation with stakeholders has recently concluded to help shape the future service offer. This paper aims to provide Scrutiny Committee Members with an overview of the outcomes of this consultation and highlights next steps.

2. Background

The Early Years Review is being led by the Commissioning Centre for Excellence drawing in knowledge and expertise from Education, Health and third sector partners. A vision for a new Early Years Offer has been developed which draws together key services for the benefit of children and families as illustrated below.



Key to delivering the new service offer is rethinking the way that we deliver the services currently provided by:

- Children's centre services
- Health visiting and Family Nurse Partnership
- Parenting support services
- Pregnancy and breastfeeding support services

A 90 day period of consultation concluded on the 28th February 2016 to secure feedback on the following proposals:

- Remodelling services into a single integrated system under the management of a lead organisation
- Redefining the service offer to target services better at those children and families who need them most
- Rethinking the service model to deliver services into the places that children and families use most often.

3. **Consultation Outcomes.**

A high level of responses has been received to the consultation. To date 3272 consultation responses have been logged onto the system. This number is expected to rise to around 3500 when all the incoming paper returns have been uploaded.

A strong parent and citizen voice has been secured through the consultation with 73% of responses coming from members of the public of which 42% were from parents of children aged 0 – 4 inclusive.

An interim report to show the responses logged to date and key themes has been appended to this report and shows in overview strong support for the Council's proposals to develop a forward service offer comprised of the following elements:



The consultation additionally highlighted a number of areas for further consideration, these include:

- Restricting the universal offer to a statutory minimum may reduce opportunities to engage parents early and manage demand
- High levels of uncertainty about the proposal to cover any reduction in the universal service offer via the development of parent run support services.

- The potential for a gap between the targeted service offer and other specialist services
- Strong support for the universal offer being inclusive and accessible to the diversity of Birmingham's children, parents and communities to include those with disabilities
- The need to recognise the placement and role of Early Years Services in the overall network of support for children and families
- Clear support for retaining what's working well
- Clear potential for increased engagement with voluntary and community sectors to improve service access and promote resilience

4. **Next steps**

The consultation period that has just concluded is one step in a major transformation programme for Early Years which is programmed to be run until September 2017.

In the next phase of the programme the outcomes of consultation will be analysed and reviewed to enable the new service offer to be confirmed.

This process will be supported via further engagement with the market, parents and citizens.

The resulting service offer will form the basis of a forward Commissioning Strategy and Service Specification which is programmed to be considered by Cabinet in June 2016.

Attachment: Early Years Consultation – Data Appendix

Early Years Services Consultation

Interim Report: updated 04 March 2016

QUESTION	ALL RESPONSES								PARENTS WITH CHILDREN UNDER 5 (<i>% shown of total responses</i>)							
CONSULTATION FINDINGS																
<i>Key: SA = Strongly agree; SWA = Somewhat agree; NAD = Neither agree or disagree; SWD =- Somewhat disagree; SD = Somewhat disagree; DK = don't know; NA = Not answered</i>																
Our vision is to provide every child with an equal chance to have a really good start in life. Do you agree?	SA	SWA	NAD	SWD	SD	DK	NA	All	SA	SWA	NAD	SWD	SD	DK	NA	All
	2475	443	77	41	136	68	32	3272	997	185	31	21	92	22	14	1362
	75%	14%	2%	1%	4%	2%	1%	100%	30%	6%	1%	1%	3%	1%	<1%	42%
To what extent do you agree, or disagree, with our proposals for a 'Universal Offer'	1523	805	227	142	385	132	58	3272	619	314	74	74	203	49	29	1362
	47%	25%	7%	4%	12%	4%	2%	100%	19%	10%	2%	2%	6%	1%	1%	42%
To what extent do you agree, or disagree, with the proposal to have 'universal plus' services, targeted at children who need more support?	1750	763	194	121	283	102	59	3272	703	293	67	60	185	32	22	1362
	53%	23%	6%	4%	9%	3%	2%	100%	21%	9%	2%	2%	6%	1%	1%	42%
To what extent do you agree, or disagree, with the Council's proposals to have a 'single system' with a lead agency?	1418	785	311	148	367	174	69	3272	576	318	117	70	197	62	22	1362
	43%	24%	9%	5%	11%	5%	2%	100%	18%	10%	4%	2%	6%	2%	1%	42%
<i>Key: VI = Very Important; QI = Quite Important; NIU = Neither important not unimportant; QU = Quite unimportant; VU = Very unimportant</i>																

How important, or unimportant, do you think the following services are as part of the new "Health and Wellbeing Offer"

- Advertising of local Early Years services

VI	QI	NIU	QU	VU	NA	All	VI	QI	NIU	QU	VU	NA	All
2359	658	109	33	52	61	3272	1026	239	46	13	21	17	1362
72%	20%	3%	1%	2%	2%	100%	31%	7%	1%	<1%	1%	1%	42%

• Help for children and families to access Early Years services	696	96	15	4	7	2454	3272	264	40	5	0	2	1051	1362
	21%	3%	1%	<1%	<1%	75%	100%	8%	1%	<1%	-	<1%	32%	42%
• High quality advice and information to children and families	2647	424	72	21	43	65	3272	1150	141	28	0	19	24	1362
	81%	13%	2%	1%	1%	2%	100%	35%	4%	1%	-	1%	1%	42%
• A range of services to meet the needs of local children	2611	438	84	18	46	75	3272	1118	147	33	0	23	41	1362
	80%	13%	3%	1%	1%	2%	100%	34%	4%	1%	-	1%	1%	42%
• Support for the development of local self-help services run by families for families	2006	673	256	90	165	82	3272	851	249	102	33	88	39	1362
	61%	21%	8%	3%	5%	3%	100%	26%	8%	3%	1%	3%	1%	42%
• Local services working together to deliver services to children and families	2535	514	79	22	58	64	3272	1081	192	30	0	27	32	1362
	77%	16%	2%	1%	2%	2%	100%	33%	6%	1%	-	1%	1%	42%
• The chance for local children and families to express their views on how services should be run	2383	637	112	29	48	63	3272	1022	241	39	10	0	50	1362
	73%	19%	3%	1%	1%	2%	100%	31%	7%	1%	<1%	-	2%	42%
• Referrals for children and families to other services	2428	548	119	26	49	102	3272	1034	203	39	13	0	73	1362
	74%	17%	4%	1%	1%	3%	100%	32%	6%	1%	<1%	-	2%	42%

Key: SA = Strongly agree; SWA = Somewhat agree; NAD = Neither agree or disagree; SWD = Somewhat disagree; SD = Somewhat disagree; DK = don't know; NA = Not answered

To what extent do you agree, or disagree, with the Council's proposal to support local self-help services run by families for families?	SA	SWA	NAD	SWD	SD	DK	NA	All	SA	SWA	NAD	SWD	SD	DK	NA	All
	1282	845	334	190	411	110	100	3272	513	329	152	77	220	46	25	1362
	39%	26%	10%	6%	13%	3%	3%	100%	16%	10%	5%	2%	7%	1%	1%	42%
To what extent do you agree, or disagree, with the Council's proposal to deliver services in the places that children and families use most regularly	1840	748	182	94	239	75	94	3272	770	290	66	54	130	29	23	1362
	56%	23%	6%	3%	7%	2%	3%	100%	24%	9%	2%	2%	4%	1%	1%	42%

To what extent do you agree, or disagree, with the Council's view to support the following outcomes

• Healthy weight for children	2460	493	147	16	44	29	83	3272	1023	208	63	10	23	11	24	1362
	75%	15%	4%	<1%	1%	1%	3%	100%	31%	6%	2%	<1%	1%	<1%	1%	42%
• Reduction in tooth decay	2590	416	97	15	34	28	92	3272	1101	167	35	8	16	11	24	1362
	79%	13%	3%	<1%	1%	1%	3%	100%	34%	5%	1%	<1%	<1%	<1%	1%	42%
• Reduction in number of hospital visits due to injury	2318	489	218	24	91	46	86	3272	940	226	95	16	44	19	22	1362
	71%	15%	7%	1%	3%	1%	3%	100%	29%	7%	3%	<1%	1%	1%	1%	42%
• Increase in breastfeeding amongst mums at birth and 6 weeks	2182	496	364	37	74	38	81	3272	886	201	186	22	37	13	17	1362
	67%	15%	11%	1%	2%	1%	2%	100%	27%	6%	6%	1%	1%	<1%	1%	42%
• Increase in self-reported wellbeing amongst parents	2141	642	256	21	47	63	102	3272	887	276	118	10	19	24	28	1362
	65%	20%	8%	1%	1%	2%	3%	100%	27%	8%	4%	<1%	1%	1%	1%	42%
• Reduction in smoking during pregnancy and in parenthood	2676	303	129	10	37	26	91	3272	1132	125	60	5	10	10	20	1362
	82%	9%	4%	<1%	1%	1%	3%	100%	35%	4%	2%	<1%	<1%	<1%	1%	42%
• Improvements in communication, speech and language skills for children	2723	324	79	6	15	27	98	3272	1173	127	28	3	4	7	20	1362
	83%	10%	2%	<1%	<1%	1%	3%	100%	36%	4%	1%	<1%	<1%	<1%	1%	42%
• Increased percentage of parents in work or training	2234	508	280	31	49	39	131	3272	941	212	117	18	19	20	35	1362
	68%	16%	9%	1%	1%	1%	4%	100%	29%	6%	4%	1%	1%	1%	1%	42%

DEMOGRAPHICS

What best describes your interest in this consultation?

** respondents later stated they had children aged under 5*

Public	Parent	EY Prof	NA	All
754	1636	548	334	3272
23%	50%	17%	10%	100%

Public*	Parent*	EY Prof*	NA*	All
233	984	96	49	1362
7%	30%	3%	1%	42%

What is the age of your youngest child? (where 0 = expecting; *% of total responses)	0	<1	1-5	6-15	16-18	19+	All	0	<1	1	2	3	4	All
	37	227	1190	375	36	98	1963	38	241	308	300	272	203	1362
	1%	7%	36%	11%	1%	3%	60%*	1%	7%	9%	9%	8%	6%	42%

If you are a parent of a child aged 0 – 5 years old have you used Early Years Services	Yes	No	DK	NA	All	Yes	No	DK	NA	All
	1410	465	93	1304	3272	1064	127	54	117	1362
	43%	14%	3%	40%	100%	33%	4%	2%	4%	42%

Which Early Years Services have you used?	Children Centre	Health Visitor	Day / Childcare	Other	None	Children Centre	Health Visitor	Day / Childcare	Other	None
	1060	805	466	30	1948	807	610	343	16	294
	32%	25%	14%	1%	60%	25%	19%	10%	<1%	9%

Would you describe your child as having health or development needs that would require additional support?	Yes	No	NA	All	Yes	No	NA	All
	268	1405	1599	3272	175	900	287	1362
	8%	43%	49%	100%	5%	28%	9%	42%

Age: Which age group applies to you?	Under 11	67	2%	Under 11	31	1%
	12-15	11	<1%	12-15	2	<1%
	16-19	93	3%	16-19	19	1%
	20-24	234	7%	20-24	116	4%
	25-29	524	16%	25-29	292	9%
	30-34	692	21%	30-34	410	13%
	35-39	460	14%	35-39	244	7%
	40-44	246	8%	40-44	94	3%
	45-49	144	4%	45-49	21	1%
	50-54	104	3%	50-54	4	<1%
	55-59	84	3%	55-59	7	<1%
	60-64	42	1%	60-64	3	<1%
	65-69	14	<1%	65-69	3	<1%

	70-74	10	<1%	70-74	1	<1%
	75-79	3	<1%	75-79	1	<1%
	Over 80	5	<1%	Over 80	1	<1%
	Prefer not to say	66	2%	Prefer not to say	10	<1%
	Not Answered	473	14%	Not Answered	103	3%
	All	3272	100%	All	1362	42%

Gender: What is your sex / gender? (*PNTS = Prefer not to say)	Male	Female	PNTS*	NA	All	Male	Female	PNTS*	NA	All
	527	2275	69	401	3272	207	1083	9	63	1362
	16%	70%	2%	12%	100%	6%	33%	<1%	2%	42%

Disability: Do you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more?	Yes	No	PNTS	NA	All	Yes	No	PNTS	NA	All
	170	2410	137	555	3272	71	1131	42	118	1362
	5%	74%	4%	17%	100%	2%	35%	1%	4%	42%

Key: WWB= White/White British; AAB = Asian/Asian British; BBB= Black / Black British; ME= Multiple ethnicities; Oth = Other; PNTS = prefer not to say

Ethnicity: What is your ethnic group?	WWB	AAB	BBB	ME	Oth	PNTS	NA	All	WWB	AAB	BBB	ME	Oth	PNTS	NA	All
	1624	575	260	210	56	137	410	3272	636	243	87	92	19	38	247	1362
	50%	18%	8%	6%	2%	4%	13%	100%	19%	7%	3%	3%	1%	1%	8%	42%

Key: H/S = Heterosexual or straight; G/L = Gay or Lesbian; Bi = Bisexual; PNTS=Prefer not to say

Sexual orientation: What is your sexual orientation?	H/S	G/L	Bi	PNTS	NA	All	H/S	G/L	Bi	PNTS	NA	All
	2577	27	20	179	469	3272	1183	13	8	58	100	1362
	79%	1%	1%	5%	14%	100%	36%	<1%	<1%	2%	3%	42%

Religion: What is your religion or belief?

Christian (all denominations)	1051	32%
Muslim	550	17%
Sikh	65	2%
Hindu	60	2%
Jewish	8	<1%
Buddhist	21	1%
No religion	876	27%
Prefer not to say	178	5%
Not Answered	463	14%
All	3272	100%

Christian (all denominations)	433	13%
Muslim	321	10%
Sikh	25	1%
Hindu	34	1%
Jewish	5	<1%
Buddhist	5	<1%
No religion	385	12%
Prefer not to say	61	2%
Not Answered	93	3%
All	1362	42%

Finally, we are looking for a number of people to become more actively involved in the design of our new Early Years Health and Wellbeing Offer and take part in focus groups. If you would be interested in this please put your details below

911 provided their details

528 provided their details.

Report to Education Vulnerable Children Overview and Scrutiny Committee

Examination and Assessment Results Secondary 2015

Overview and Scrutiny Committee Meeting

16th March 2016

Purpose and Recommendations

The aim of this report is:

- To provide an overview of the City's 2015 public examination and National Curriculum assessment results for Secondary Schools.
- To compare Birmingham's results this year with those of previous years and with those of other authorities.
- To provide an analysis of key gaps in outcomes for key pupil groups and geographical areas within the city

Supporting documents for each key stage provides a detailed analysis which is available with the report.

Recommendation:

- That the Committee note the information contained in the report

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1. Key Stage 4 Attainment

Background

There have been a number of well-publicised changes to key stage 4 results as a result of changes to government policy. In 2014 two major reforms were introduced; Professor Alison Wolf's Review of Vocational Education recommendations and an early entry policy to only count a pupil's first attempt at a qualification in the performance tables in English Baccalaureate subjects. In 2015, early entry policy extended to all subjects.

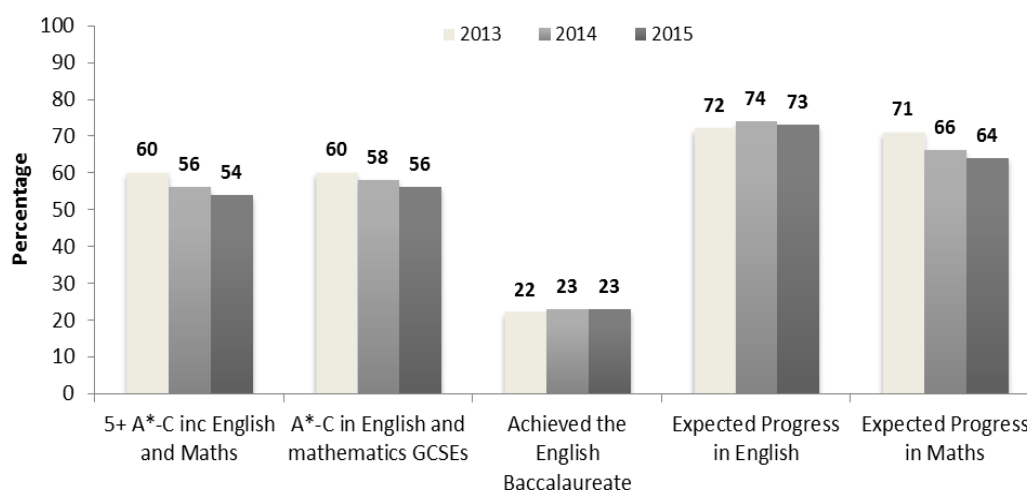
Key stage 4 outcomes will be shown for three years 2013 to 2015, please note 2013 will be based on previous best entry methodology for comparisons purposes this report will focus on 2014 to 2015 outcomes.

Key Messages:

- On the whole Birmingham's Key Stage 4 attainment declined between 2014 and 2015.
- As the national average stayed stable, the gap between Birmingham and national levels widened.
- Girls continue to outperform boys across all Key Stage 4 subjects
- Attainment of pupils eligible for FSM has slightly decreased when comparing to 2014 Birmingham FSM.
- However Birmingham FSM pupils still perform better when compared to national comparators.
- However attainment of non-FSM and non-Disadvantaged pupils is either inline or below national levels.
- There are still significant gaps across ethnic groups with pupils of Gypsy / Roma, Black Caribbean and Any other black background group heritage particularly underperforming.

1.1 Overview

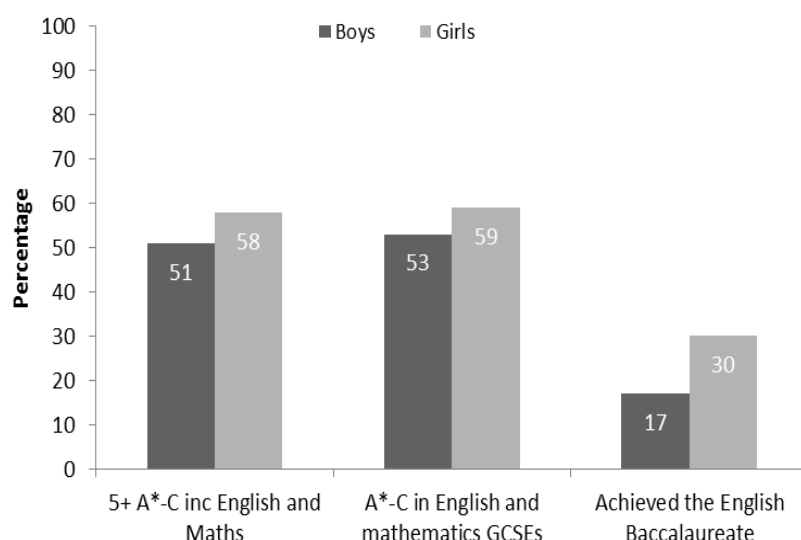
Fig 1 – Key Stage 4 Overall Subject Performance



Birmingham's Key Stage 4 attainment has declined in most measures, from 2014 to 2015.

Proportion of pupils reaching:

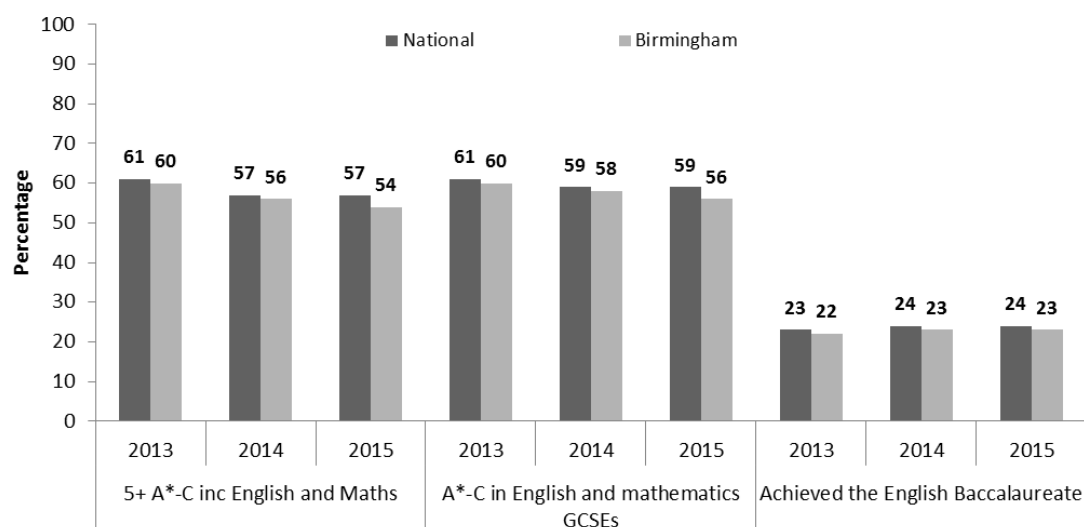
- 5 or more A*-C including English and Maths decreased by 2 percentage points
- A*- C including English and Maths decreased by 2 percentage points
- English Baccalaureate, no change
- Expected Progress in English decreased by 1 percentage point and Maths decreased by 2 percentage points.

Fig 2 – Key Stage 4 Performance by Gender


Girls continue to outperform boys in Key Stage 4 subjects.

- For 5 or more A*-C including English and Maths, girls 7 percentage point above boys.
- For A*-C including English and Maths, girls 6 percentage point above boys.
- For English Baccalaureate, girls 13 percentage point above boys

1.2 Birmingham's Key Stage 4 attainment compared to National outcomes

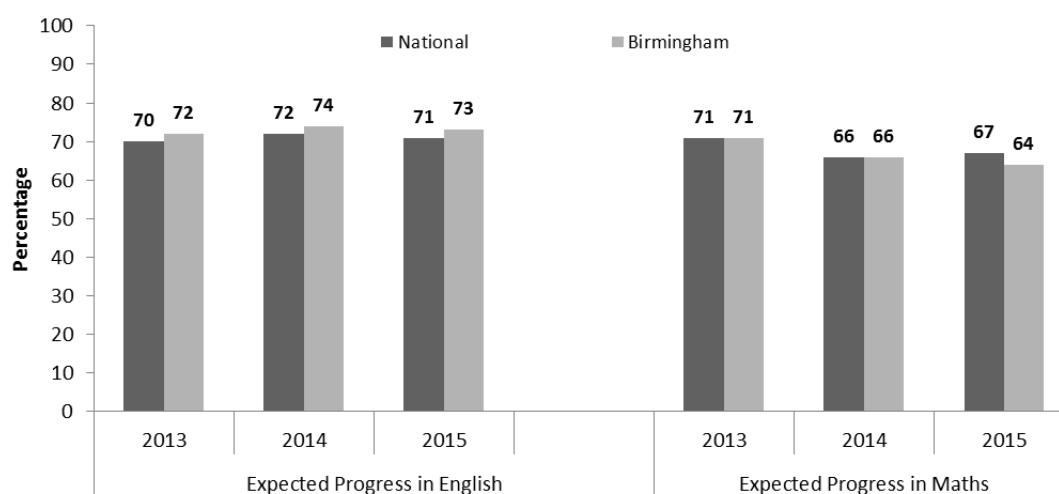
Fig 3 – Key Stage 4 - Birmingham vs National


In terms of the proportion of pupils reaching 5 or more A*-C including English and Maths, Birmingham has not closed the gap since 2014 when comparing to national averages.

Birmingham comparing to national, 2015:

- 5 or more A*-C including English and Maths, 3 percentage point below
- A*-C including English and Maths, 3 percentage point below
- Achieved English Baccalaureate, 1 percentage point below.

Fig 4 – Key Stage 4, Birmingham vs National



In terms of the proportion of pupils reaching expected progress, Birmingham is either in line or above when comparing to national averages since 2014, apart from maths in 2015

Birmingham comparing to national, 2015:

- Expected Progress in English, 2 percentage point above
- Expected Progress in Maths, 3 percentage points below.

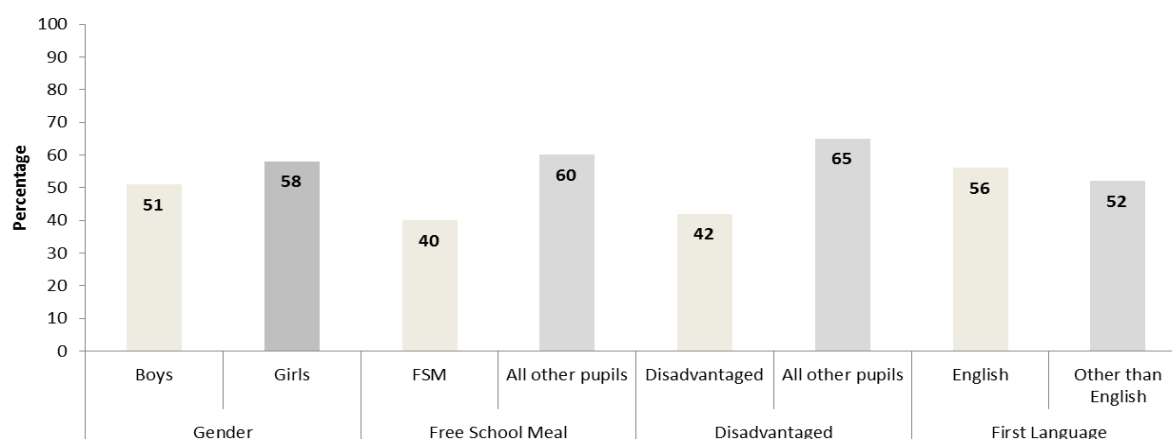
1.3 Birmingham's Key Stage 4 attainment by Pupil Characteristics

1.3.1 Summary

5 or more A*-C including English and Maths

- There is a 7 percentage point gap between Girls and Boys although the gap decreased by 3 percentage points in 2015
- There was a 20 percentage point gap between **Free School Meals (FSM)** pupils performance and all other pupils although this gap did decrease by 1 percentage point between 2014 and 2015.
- There was a 23 percentage point gap between the attainment of **Disadvantaged pupils** and All other pupils, no change in gap when compared to 2014.
- **English as additional language pupils (EAL)** performance compared to those with English as first language showing a 4 percentage point gap.

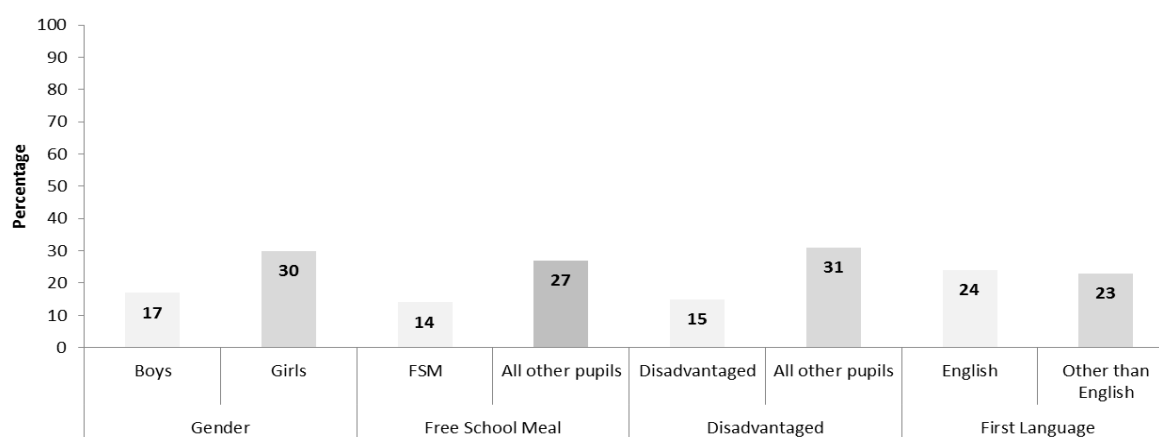
Fig 5. Key Stage 4 - 5+ A*-C including English and Maths (Gender, FSM, Disadvantaged and Language)



Achieved the English Baccalaureate

- **Girls outperform Boys – There was a 13 percentage point gap between boys and girls, a 1 percentage point increase compared to 2014.**
- There was a 13 percentage point gap between **Free School Meals (FSM)** pupils performance and all other pupils, a 2 percentage point decrease compared to 2014.
- **Disadvantaged pupil's** performance compared to All other pupils showing a gap of 16 percentage point, a 1 percentage point decrease compared to 2014.
- **EAL** pupil's performance compared to those with English showing a gap of 1 percentage point.

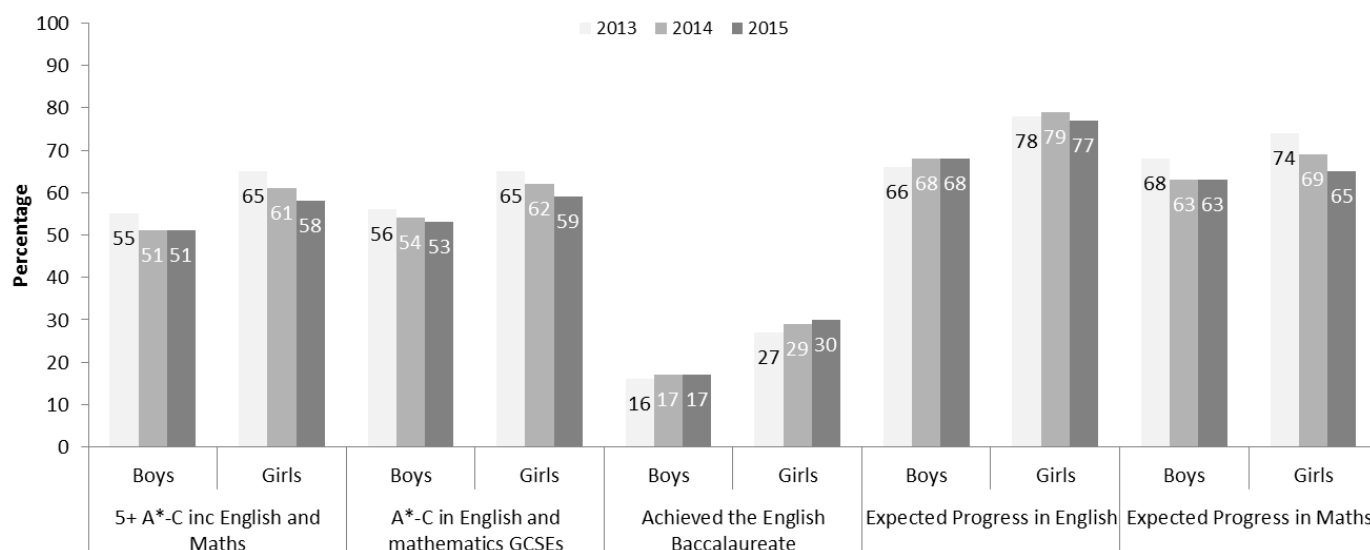
Fig 6. Key Stage 4 - Achieved the English Baccalaureate (Gender, FSM, Disadvantaged and Language)



1.3.2 Gender

As figure 7 indicates, Girls continue to outperform boys in all subjects at Key Stage 4. However due to deterioration in average attainment of girls, the gap between girls and boys has closed. For example while the proportion of boys achieving 5 A* to C GCSEs inc English and Maths remained consistent between 2013 and 2015, the proportion of girls reduced by 3 percent.

Fig 7. Key Stage 4 – Gender



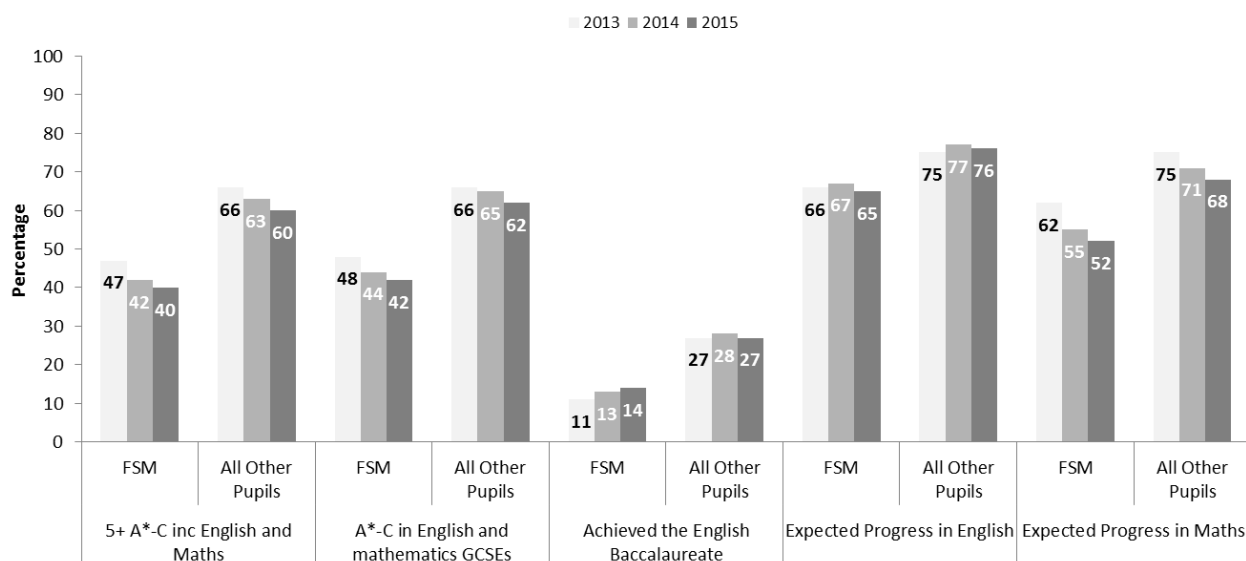
The table below shows the attainment gap between Birmingham and national averages for both boys and girls achieving 5 or more A*-C including English and Maths and expected progress in English and Maths. Across all subjects, Birmingham's pupils performs slightly worse than average. The exception to this is in terms of expected progress in English, where Birmingham boys outperform the national average.

2015

	5 or more A*-C including English and Maths			Expected Progress in English			Expected Progress in Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
Boys	51%	53%	-2%	68%	66%	+2%	63%	65%	-2%
Girls	58%	62%	-4%	77%	77%	0%	65%	69%	-4%

1.3.3 Free School Meals (FSM)

Figure 8 below shows the performance of pupils eligible for Free School Meals across all subject areas. There was noticeable decreases in most subject areas. For example there was a 2 percentage point decrease in the proportion of FSM pupils achieving 5 or more A*-C including English and Maths, and a similar reduction decrease in the proportion of FSM pupils achieving A*-C including English and Maths. There has been a similar trend found when looking at performance of pupils for expected progress for English and Maths.

Fig 8. Key Stage 4 – Free School Meal (FSM)


As the table below indicates, Birmingham's pupils who receive Free School Meals (FSM) significantly outperform equivalent groups nationally.

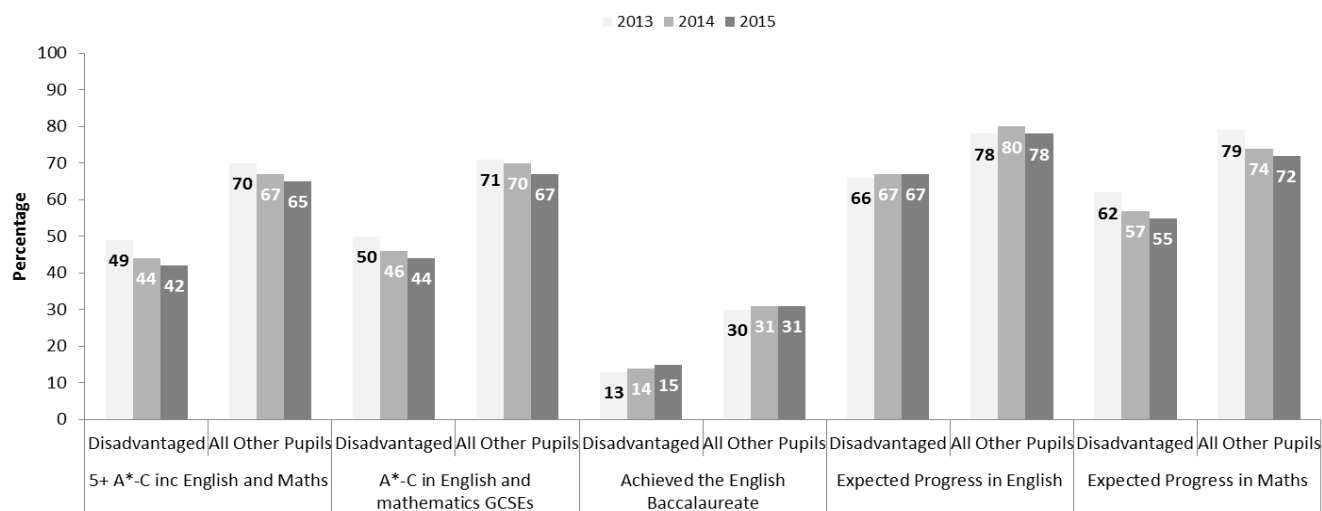
2015

	5 or more A*-C including English and Maths			Expected Progress in English			Expected Progress in Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
FSM	40%	33%	+7%	65%	56%	+9%	52%	46%	+6%
Non-FSM	60%	61%	-1%	76%	74%	+2%	68%	70%	-2%

1.3.4 Disadvantaged Pupils

Pupils are defined as disadvantaged if they are known to have been eligible for Free School Meals (FSM) in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

The proportion of disadvantaged pupils achieving 5 or more A*-C including English and Maths decreased by 2 percentage point between 2014 and 2015, whilst the proportion of disadvantaged pupils achieving an English Baccalaureate showed an improvement of 1 percentage point.

Fig 9. Key Stage 4 – Disadvantaged


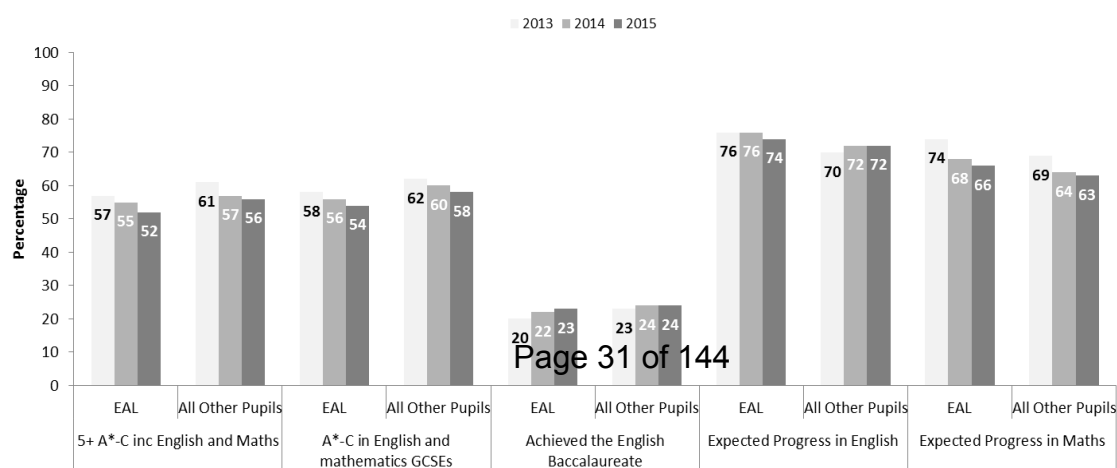
Similar to Free school meal (FSM) attainment, disadvantaged pupils exceed national average. However, non-disadvantaged pupils attainment is varied, for 5 or more A*-C including English and Maths non-disadvantaged pupils are in line with national average for 2015. In 2014, Birmingham's non-disadvantaged were above national average by 3 percentage points.

2015

	5 or more A*-C including English and Maths			Expected Progress in English			Expected Progress in Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
Disadvantaged	42%	37%	+5%	67%	59%	+8%	55%	50%	+5%
Non-Disadvantaged	65%	65%	0%	78%	76%	+2%	72%	73%	-1%

1.3.5 First Language

The proportion of Pupils with English as an additional language (EAL) achieving 5 or more A*-C including English and Maths decreased by 3 percentage points between 2014 and 2015. There was a slight increase in the proportion of pupils with EAL achieving an English Baccalaureate - an improvement of 1 percentage point.

Fig 10. Key Stage 4 – Language


The performance of Pupils with English as an additional language (EAL) attainment is below national EAL pupils. The widest gap for maths where there is a gap of 7 percentage points.

2015

	5 or more A*-C including English and Maths			Expected Progress in English			Expected Progress in Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
EAL	52%	55%	-3%	74%	76%	-2%	66%	73%	-7%
All Other Pupils	56%	58%	-2%	72%	71%	+1%	63%	66%	-3%

1.3.6 Main Ethnicity Groups

The graphs below show attainment outcomes for main ethnicity groups between 2013 and 2015. There were subtle decreases across all ethnicity groups from 2014 to 2015 apart from Chinese pupils, where performance improved.

Fig 11 - Key Stage 4 – Main Ethnic Groups

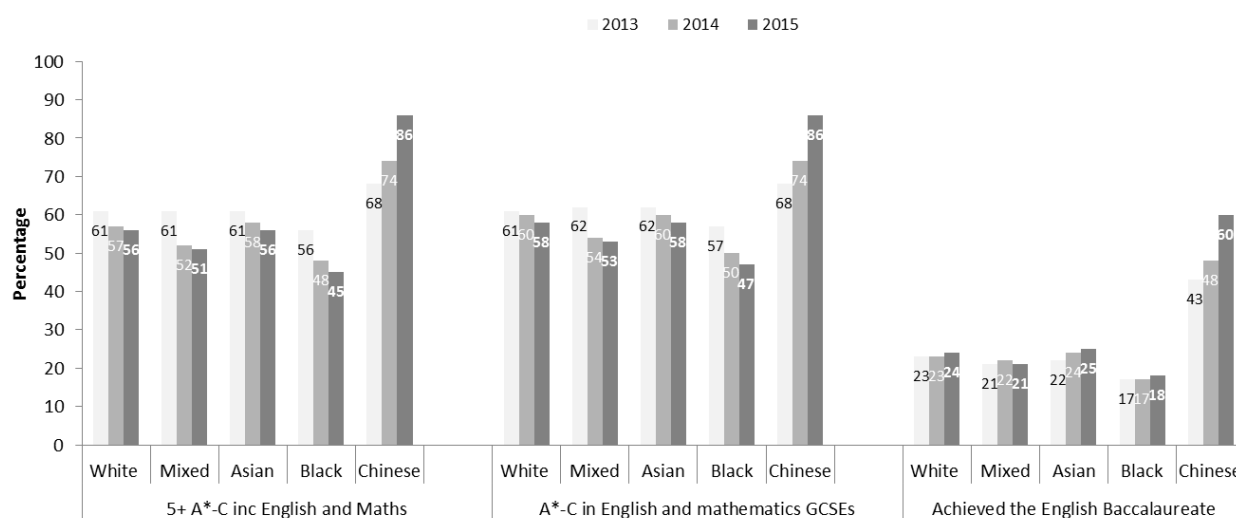
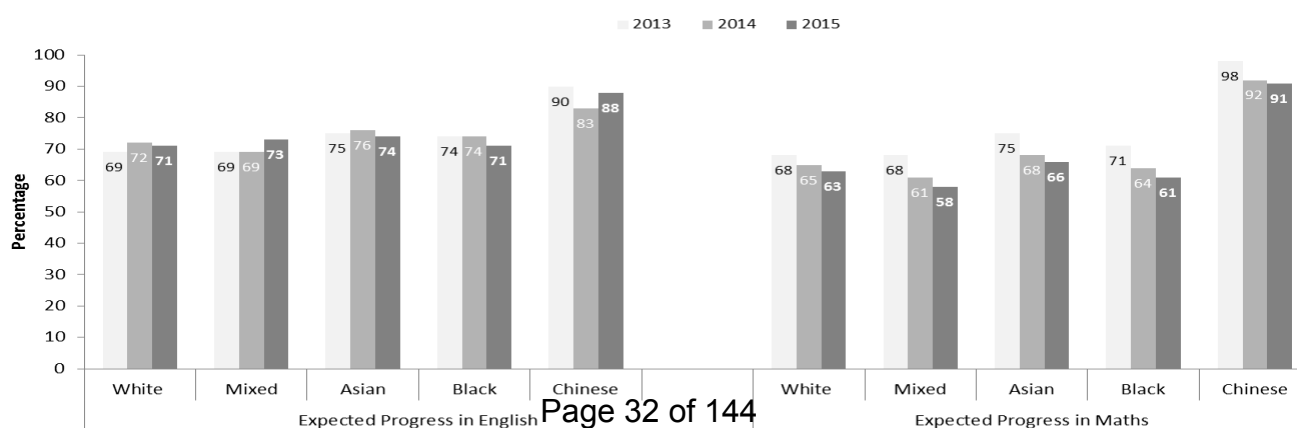


Fig 12 – Key Stage 4 Expected Progress – Main Ethnic Groups



When comparing to national levels, Birmingham performs below national average for most ethnic groups, with the widest gap for Mixed and Black pupils for 5 or more A*-C including English and Maths. Chinese pupils perform above the national Chinese pupil average for 5 or more A*-C including English and Maths and expected progress in English.

2015

	5 or more A*-C including English and Maths			Expected Progress in English			Expected Progress in Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
White	56%	57%	-1%	71%	70%	+1%	63%	66%	-3%
Mixed	51%	58%	-7%	73%	73%	0%	58%	66%	-8%
Asian	56%	61%	-5%	74%	77%	-3%	66%	74%	-8%
Black	45%	52%	-7%	71%	73%	-2%	61%	67%	-6%
Chinese	86%	77%	+9%	88%	86%	+2%	91%	93%	-2%

1.3.7 Sub-Level Ethnicity groups

Attainment at Key Stage 4 continues to vary between different ethnicity groups. Chinese remain the highest achieving group.

Ethnicity groups which were highest achieving in 2015:

5+ A*-C including English and Maths

- Chinese
- Indian
- Any other Asian Background

Expected Progress English

- Chinese
- White and Black African
- Any other Asian Background

Expected Progress Maths

- Chinese
- Any other Asian Background
- Indian

Fig 13 – Key stage 4 – 5+ A*-C including English and Maths

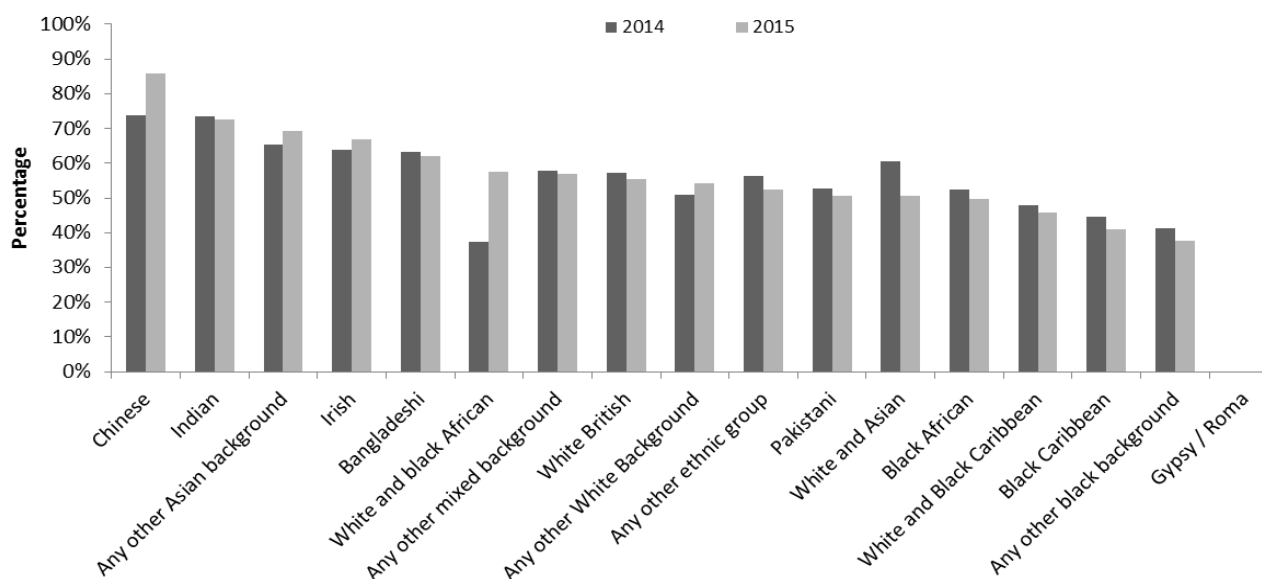
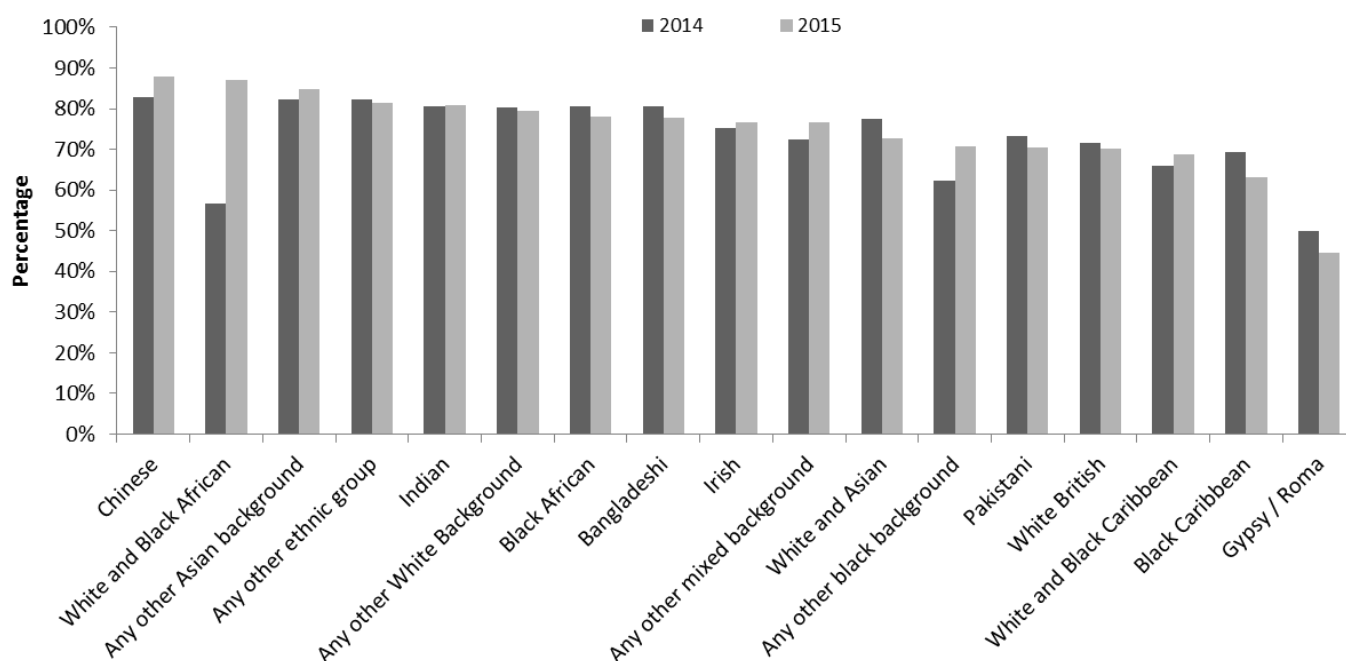
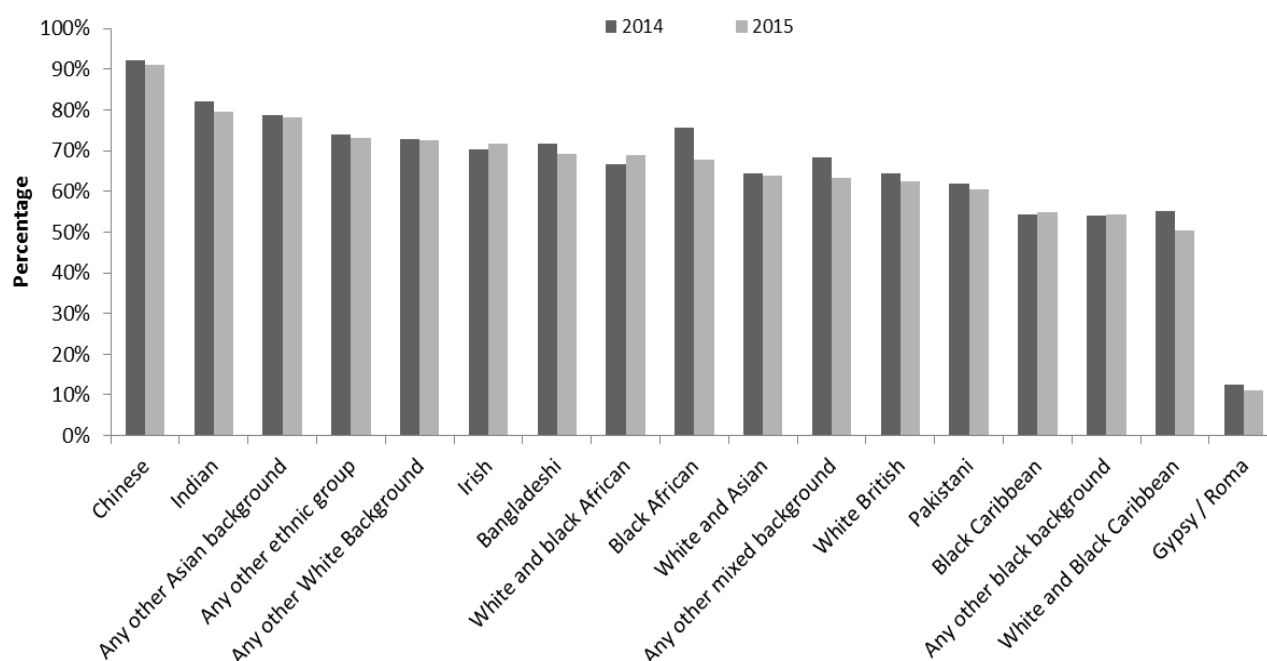


Fig 14 - Key stage 4 – Expected Progress in English

Fig 15 - Key stage 4 – Expected Progress in Maths


1.3.8 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils.

The charts below shows attainment at Key stage 4 for 5+ A*-C including English and Maths by ethnic group and gender for disadvantaged pupils in 2015. Chart highlights which ethnicity groups are performing above LA average and those who are underperforming see below:

Fig 16 – Key Stage 4 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils - 5+ A*-C including English and Maths

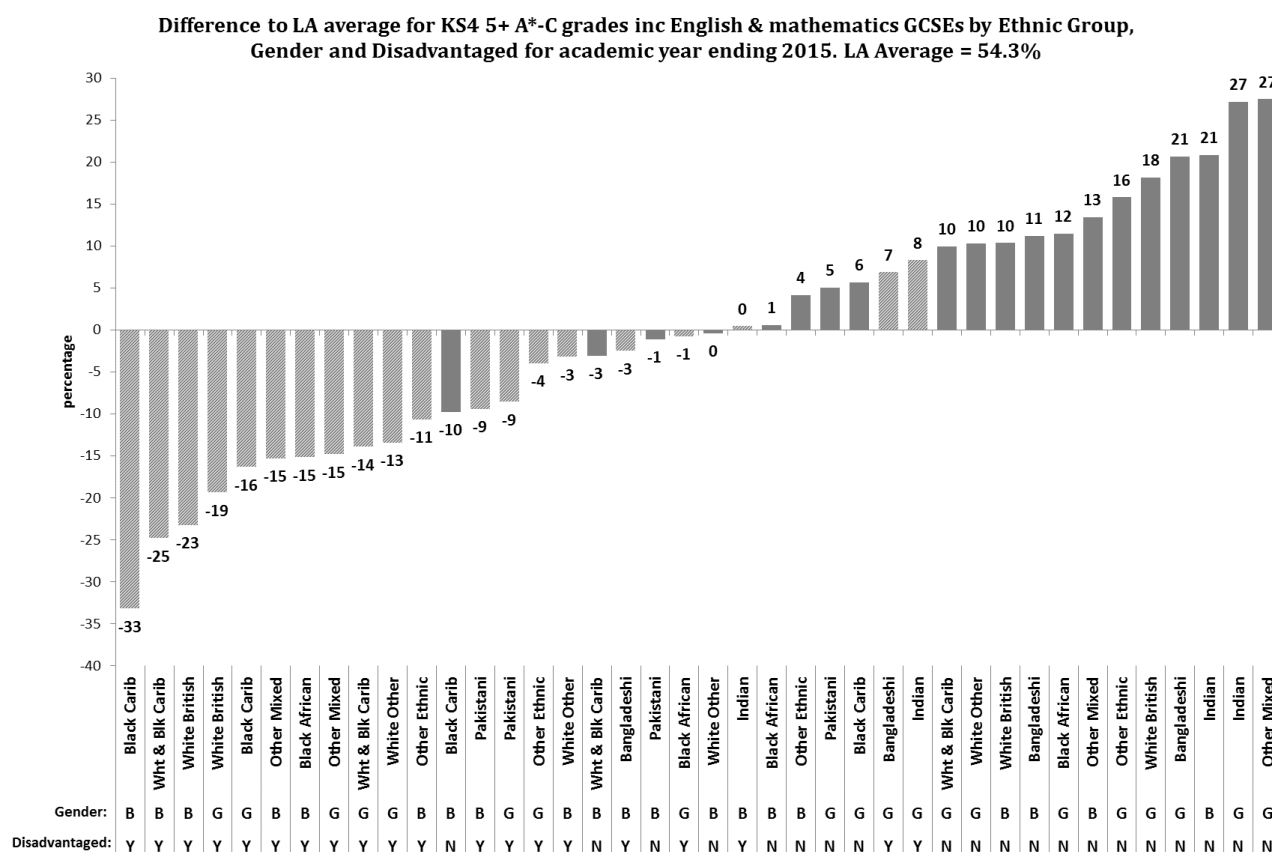
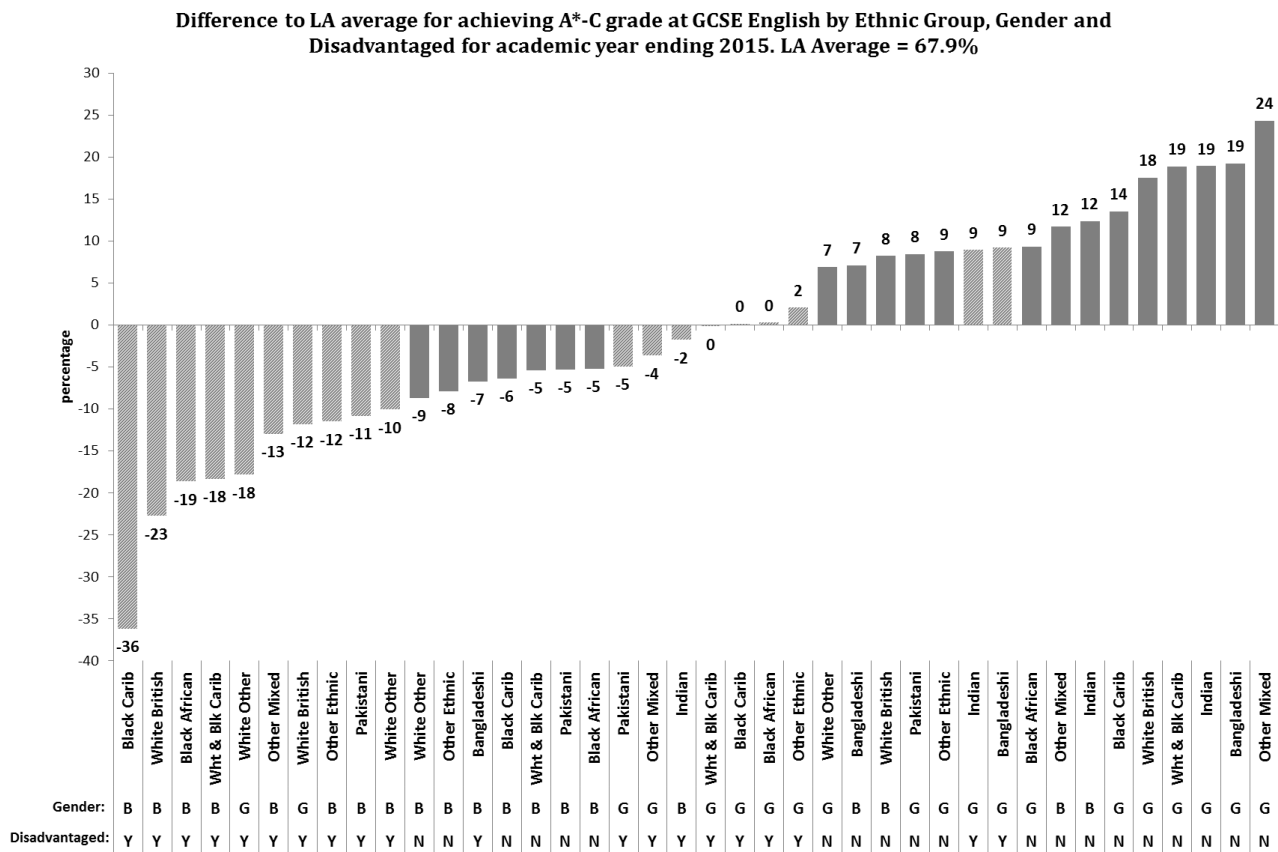
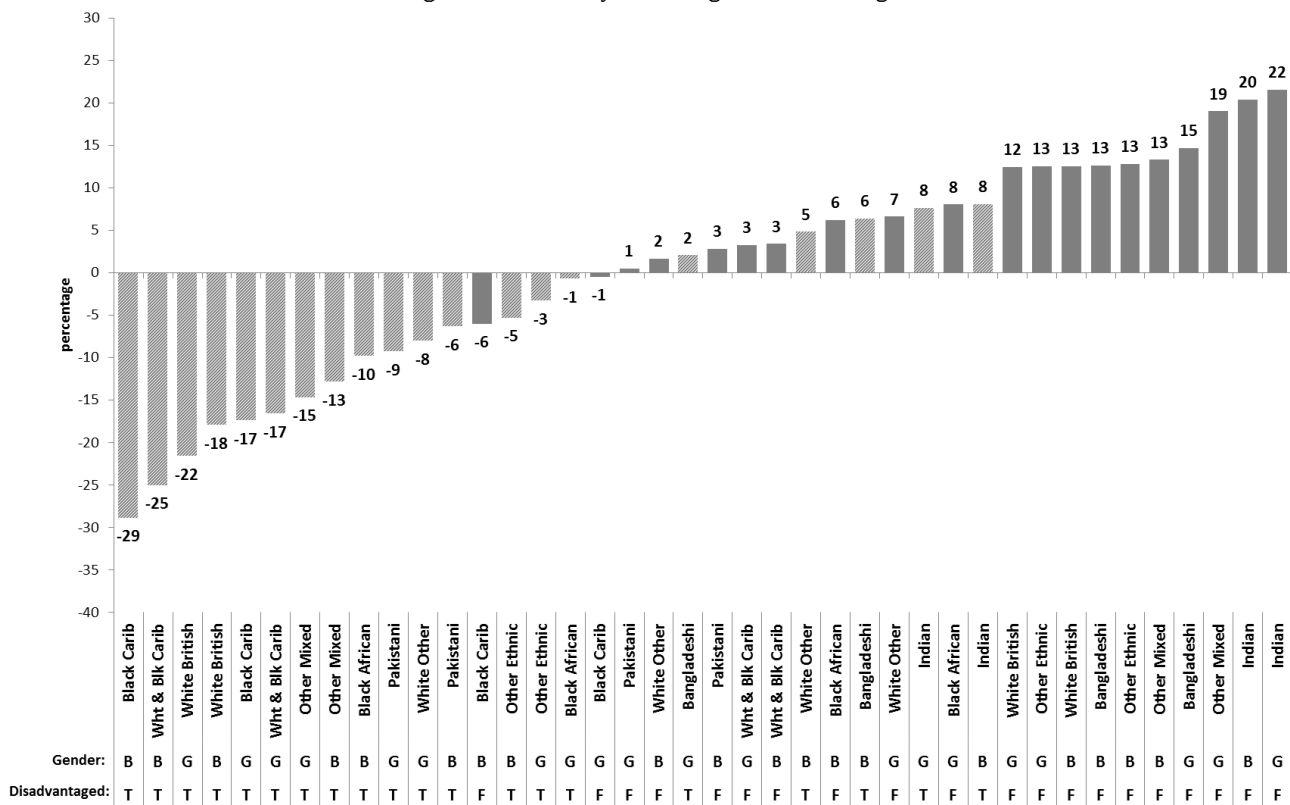


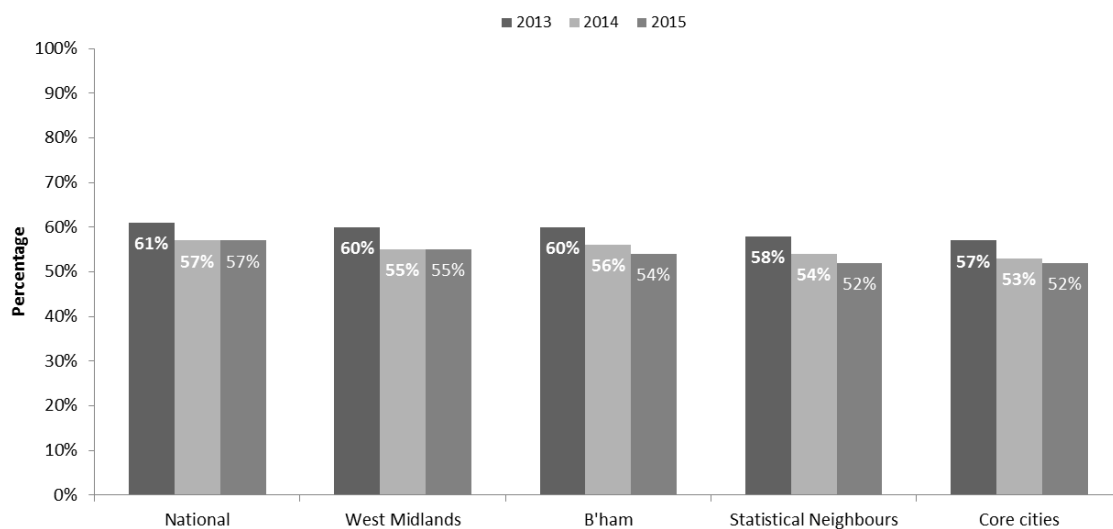
Fig 17 - Key Stage 4 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils – A*-C GCSEs English

Fig 18 - Key Stage 4 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils – A*-C GCSEs Maths Only

Difference to LA average for achieving A*-C grade at GCSE Maths by Ethnic Group, Gender and Disadvantaged for academic year ending 2015. LA Average = 64.1%



1.4 Birmingham's key stage 4 attainment by Statistical Neighbours, Core Cities and West Midlands.

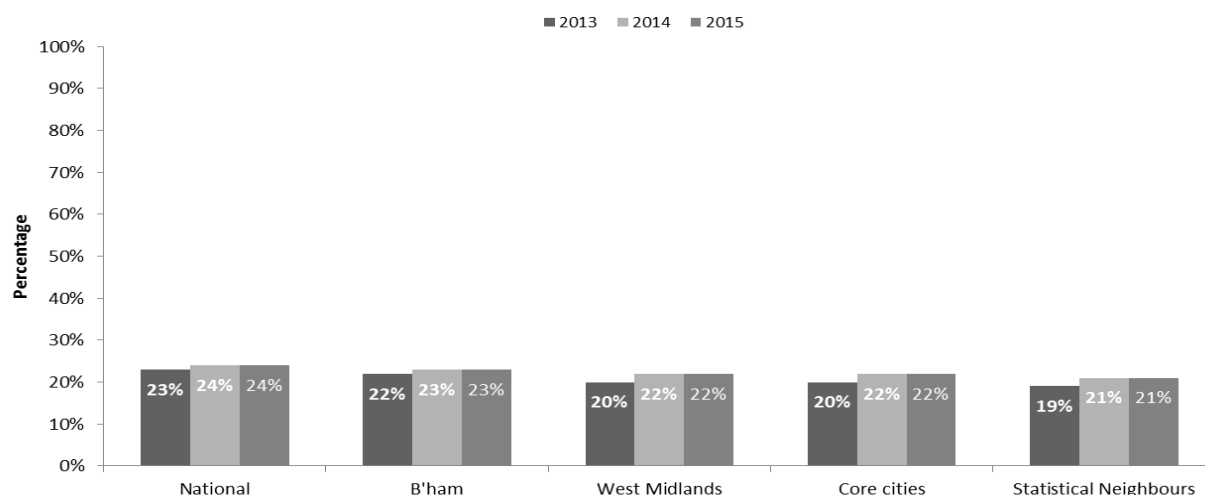
Fig 19 – Key stage 4 – 5+ A*-C including English and Maths



In terms of Key Stage 4 for 5+ A*-C including English and Maths performance, despite reductions over the last two years, Birmingham still performs better than our statistical neighbours and core cities.

However below Birmingham is also below national and west midlands averages by 3 and 1 percentage points respectively.

Fig 20 – Key stage 4 – Achieved the English Baccalaureate



For Key Stage 4 proportion of pupils achieving the English Baccalaureate performance, Birmingham is above west midlands, statistical neighbours and core cities.

However below Birmingham is also below the national average by 1 percentage point

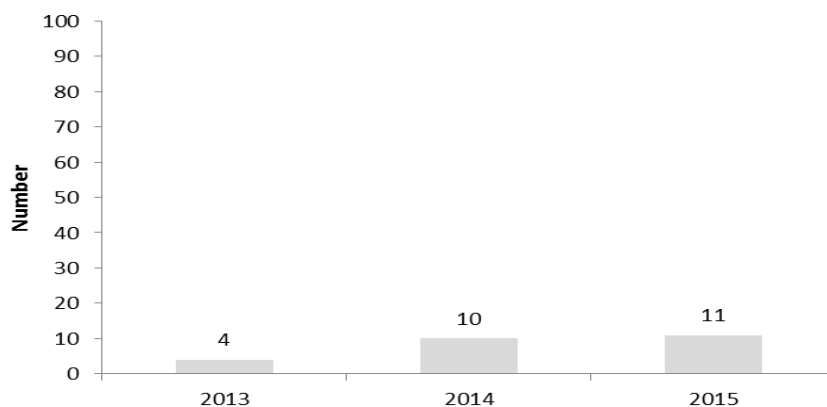
1.5 Secondary Floor Standard

Secondary schools are classed as below floor standard if:

- Fewer than 40% of pupils achieve five or more GCSEs at grade A* to C or equivalent, including GCSEs (or iGCSEs) in both English and mathematics and
- A school has a below median score (national median = 73 percent for 2015). for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English and
- A school has a below median score (national median = 68 percent for 2015). for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in mathematics

Chart below shows the number of schools below floor standard, from 2013 to 2015 for Birmingham, increase from 2014 to 2015 by 1 school.

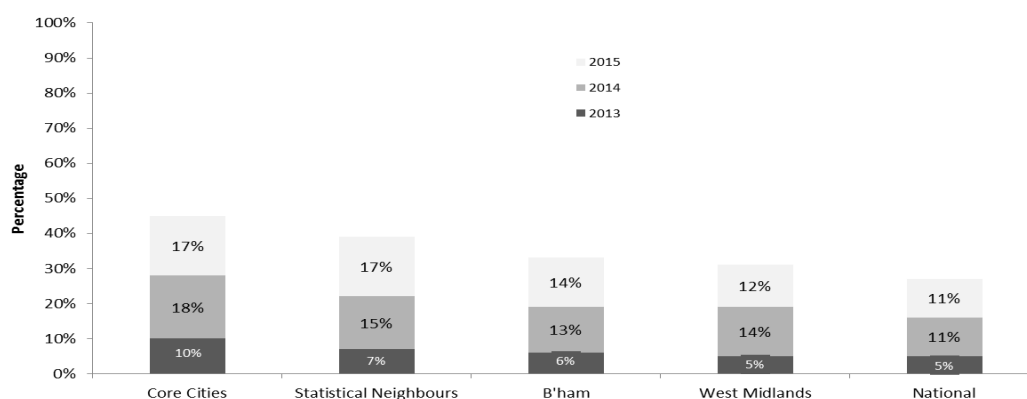
Fig 21. Number of schools below floor standard, from 2013 to 2015 for Birmingham



Secondary Floor Standard by West Midlands, Statistical Neighbours and Core cities

Chart below shows percentage of schools below floor standard, from 2013 to 2015. Birmingham has a higher proportion of schools not reaching the secondary floor standard when compared to west midlands and national levels. However Birmingham has a smaller proportion of schools under floor standard when compared to core cities and statistical neighbours. In 2015, Birmingham had 3 percentage points more schools not reaching the floor standard than national, see below.

Fig 22. Percentage of schools below floor standard, from 2013 to 2015.



1.6 Birmingham's Key Stage 4 attainment by District and Ward.

District (based on pupil's home postcode)

Pupil attainment across most districts is either in line with 2014 or declined from 2014 to 2015 for key stage 4.

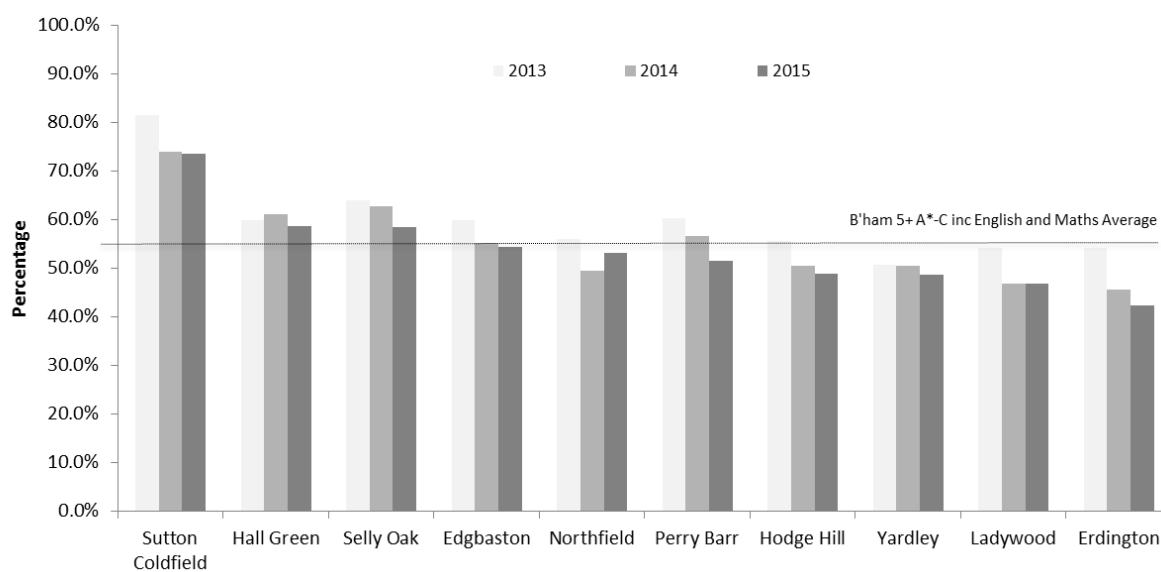
Above average districts:

- Sutton Coldfield
- Hall Green
- Selly Oak

Below Average districts:

- Hodge Hill
- Perry Barr
- Erdington

Fig 23 - 5+ A*-C including English and Maths



Ward - (based on pupil's home postcode)

Fig 24 - Map for 5+ A*-C including English and Maths

Percentage of pupils achieving 5 or more A*-C inc English and Maths
(based on pupils attending maintained Birmingham schools and resident within the ward)
(2015 results with 2014 results shown in brackets)

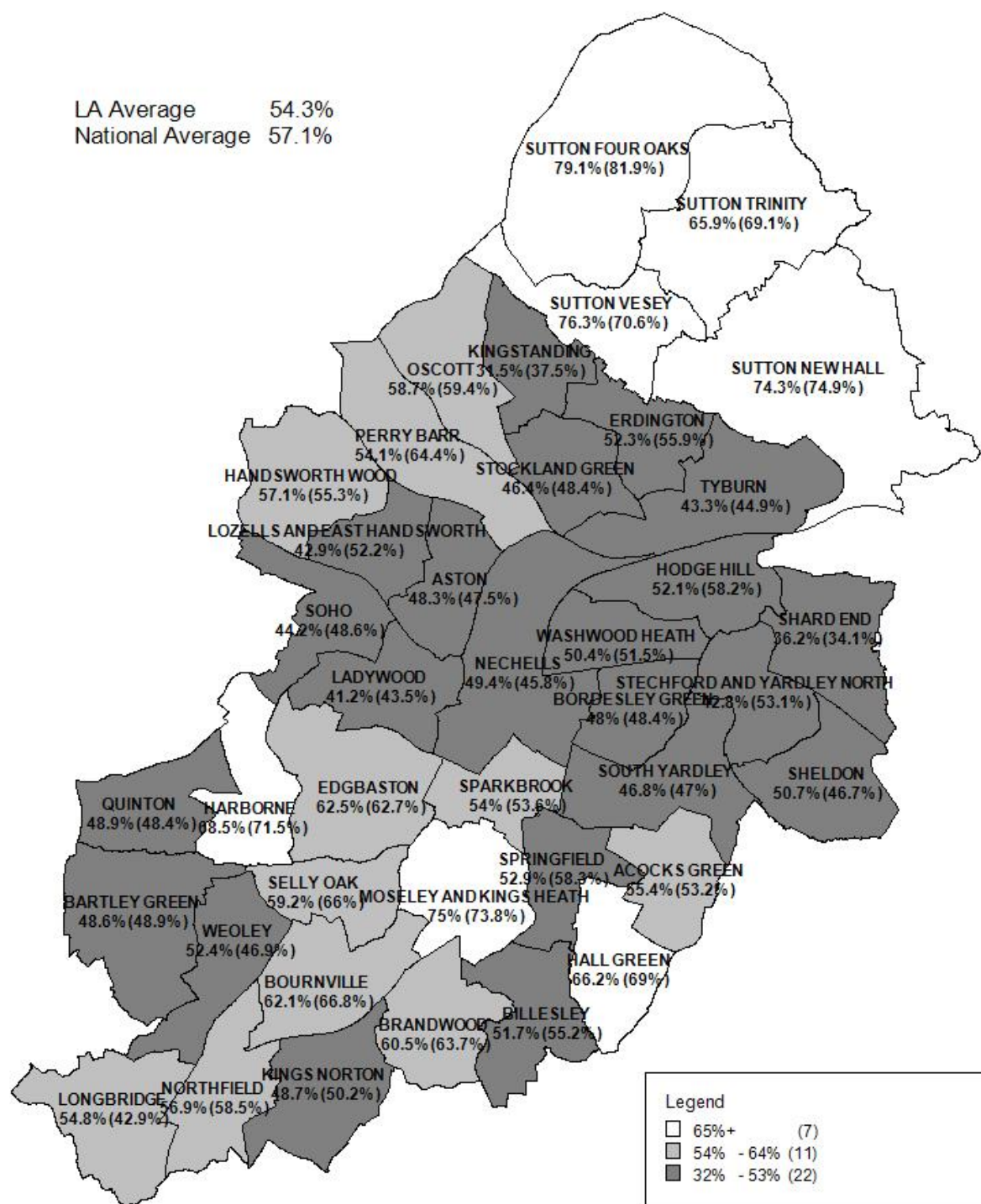


Fig 25 - Map for A*-C including English and Maths

Percentage of pupils achieving grade A*-C in English and Maths
(based on pupils attending maintained Birmingham schools and resident within the ward)
(2015 results with 2014 results shown in brackets)

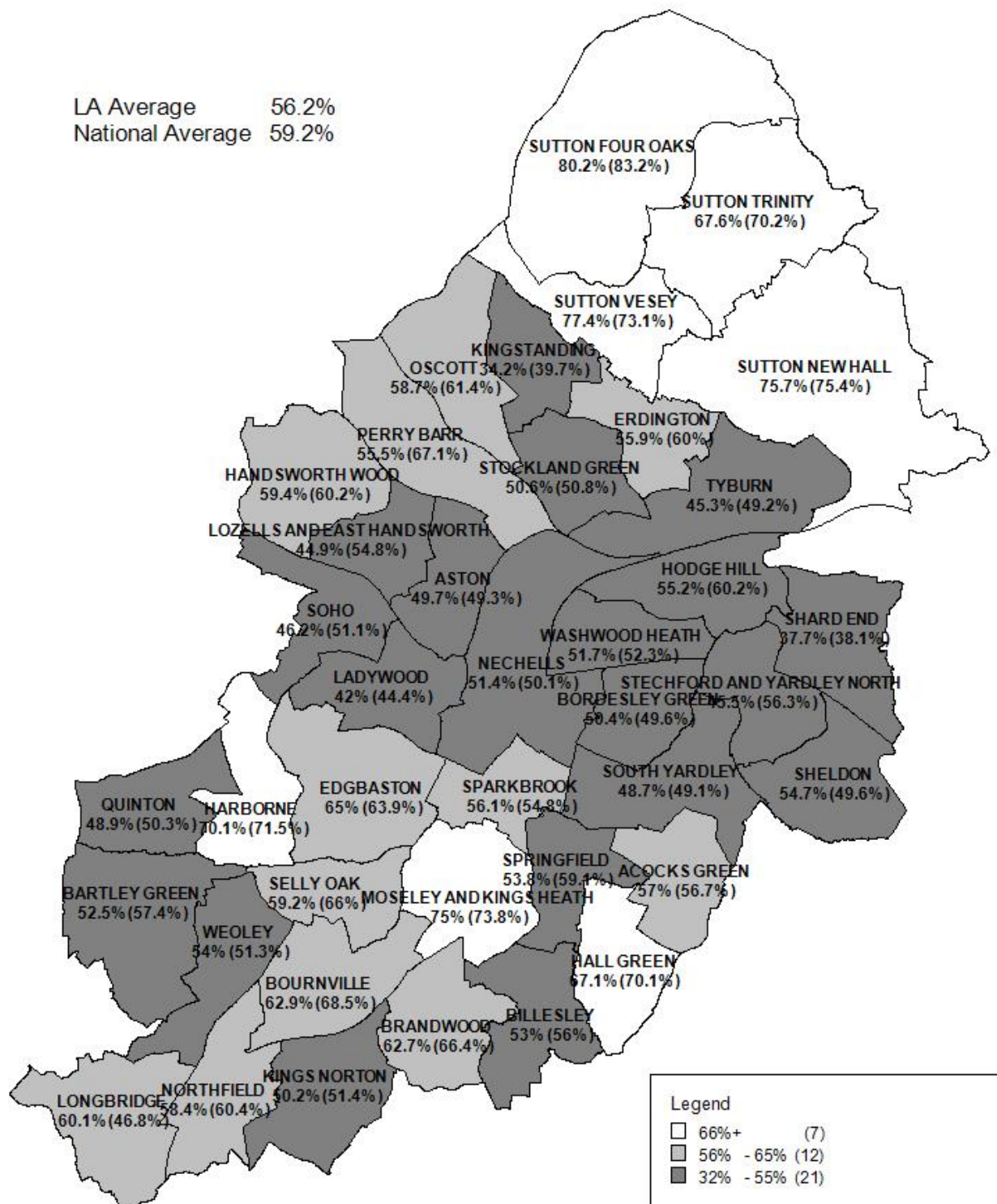
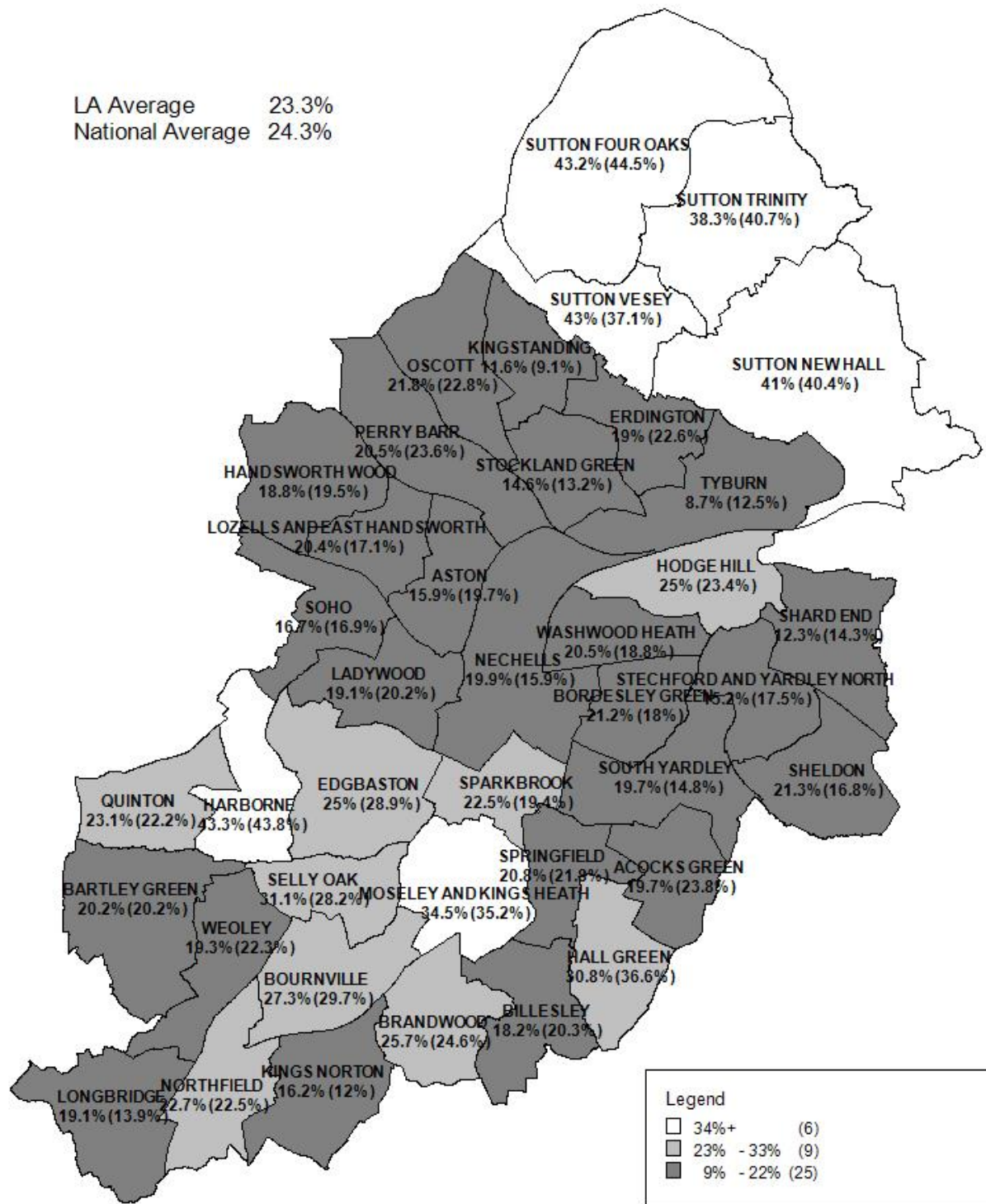


Fig 26 - Map for English Bacculaureate

Percentage of pupils achieving the English Bacculaureate
(based on pupils attending maintained Birmingham schools and resident within the ward)
(2015 results with 2014 results shown in brackets)



2. Key Stage 5 Attainment

Key Messages:

- Birmingham's Key Stage 5 attainment is remained similar or improved slightly across the main measurements of average attainment.
- The proportion of pupils gaining at least 2 substantial Level 3 qualifications, improved slightly as did the proportion achieving 3 A*A grades better at A Level
- Birmingham Key Stage 5 attainment above national average for most measures in 2015.

2.1 Overview

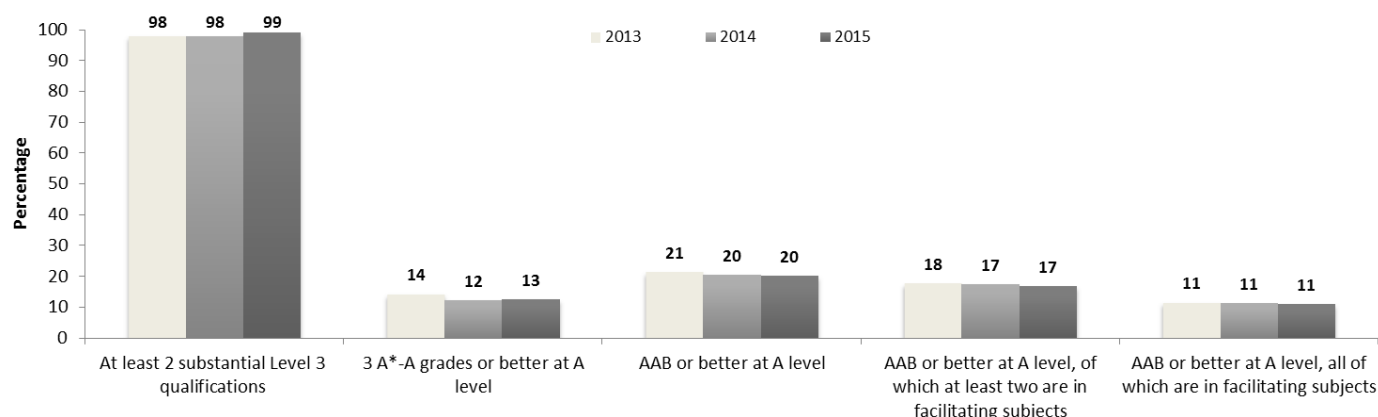
Key stage 5 (A level and other level 3 qualifications) are generally taken by post 16 pupils (16-18). The results are based on students who are at the end of their final year but some may complete this key stage earlier.

To be included in a cohort or overall level 3 results, a student must have been entered for at least one substantial qualification (defined as at least the size of an A level, i.e. 180 guided learning hours per year) in one or more of the qualifications types listed below.

Key stage 5 is split by three cohorts of students depending on the types of qualifications taken:

- **A Level** includes A Level or applied A Level.
- **Academic:** includes A Level or applied A Level. In addition it includes Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Mathematics and Extended Project (Diploma) qualifications.
- **Vocational:** includes all other regulated qualifications.

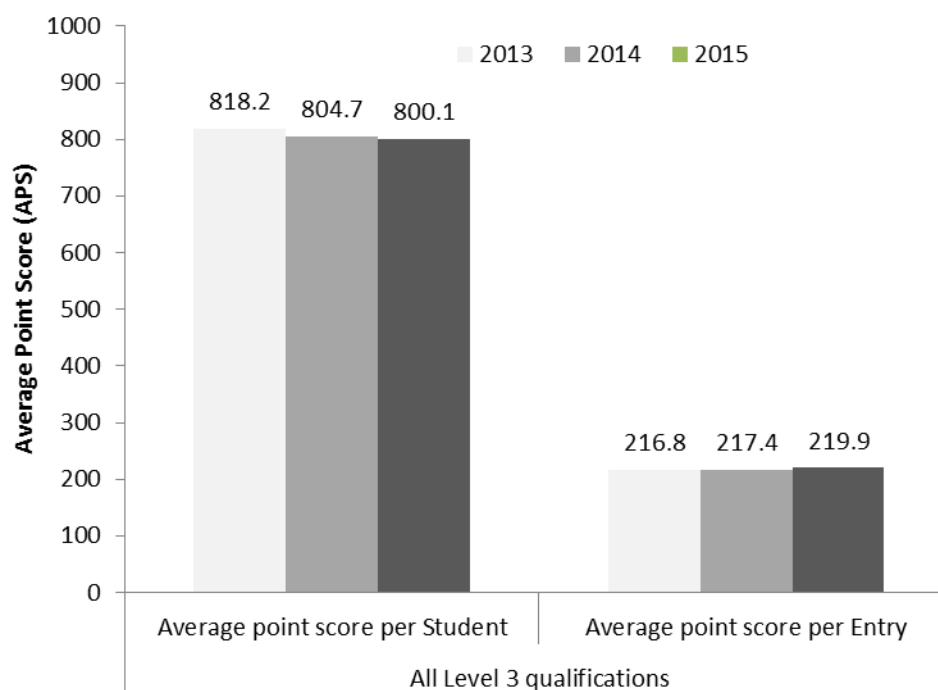
Fig 27 – Key Stage 5 - Overall Subject Performance



Birmingham's Key Stage 5 attainment has slightly improved or stayed the same, from 2014 to 2015.

1 percentage point improvement from 2014 to 2015 for:

- Percentage of students achieving at least 2 substantial Level 3 qualifications, and
- Percentage of students achieving 3 A*-A grades or better at A Level.

Fig 28 – Key Stage 5 - Average Point Score (APS)


Level 3 qualifications are those approved under **Section 96 of the Learning and Skills Act 2000**. They include A Levels and other advanced academic and vocational qualifications approved for teaching.

Birmingham's Key Stage 5 Average point score (APS) varies, from 2014 to 2015.

- Average point score per Student decreased by 4.6 points
- Average point score per Entry increased by 2.5 points.

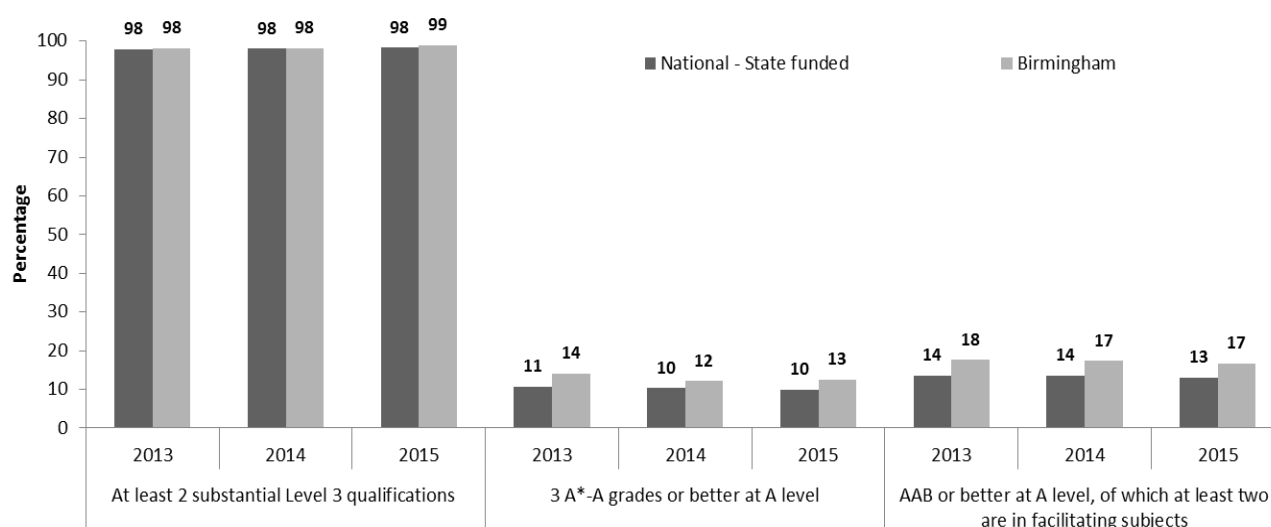
Key Stage 5 – Level 3 participation

Table below shows number of students completing advanced level of study which shows an continuing increase from 2013 to 2015 for Birmingham.

	Birmingham	State Funded Schools	England
2013	3,656	172,749	395,397
2014	3,854	173,944	400,290
2015	4,243	182,919	404,100

2.2 Birmingham's Key Stage 5 attainment compared to National outcomes

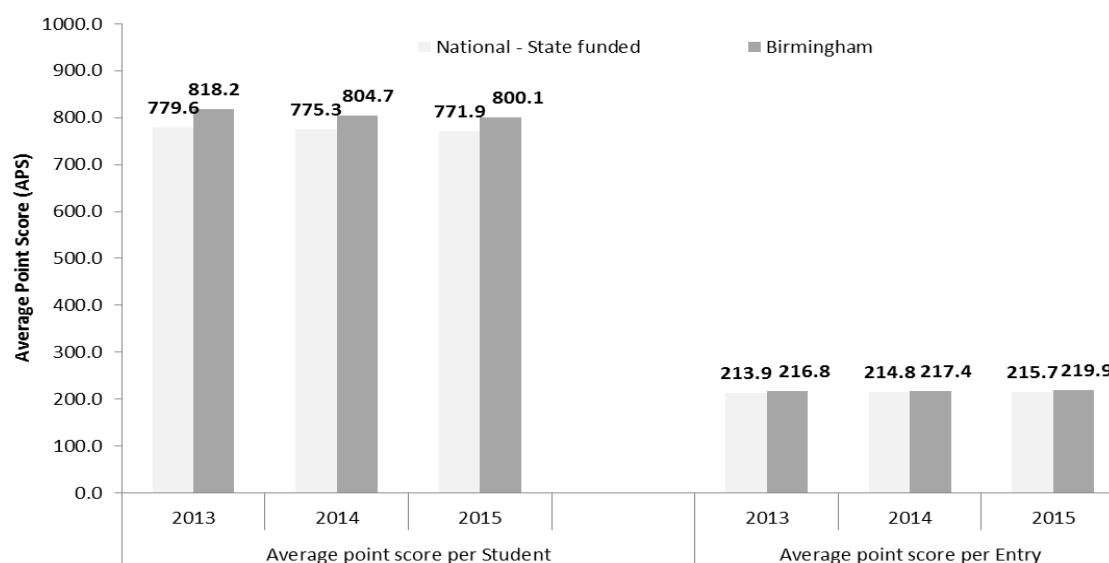
Fig 29 – Key Stage 5 - Birmingham vs National



Birmingham's Key Stage 5 attainment outcomes compared to national – state funded shows Birmingham performing above the national –state funded average, see below:

- **At least 2 substantial Level 3 qualifications** - above national by 1 percentage point.
- **3 A*-A grades or better at A Level above** – above national by 3 percentage point
- **AAB or better at A Level of which at least two are in facilitating subjects** - above national by 4 percentage point.
- Note: National – state funded refer to local authority maintained sixth forms not including colleges.

Fig 30 – Key Stage 5 - Birmingham vs National – Average Point Score



Birmingham's Key Stage 5 Average point score (APS) is above national schools in 2015.

- Average point score per Student above by 28.2 points compared to national levels
- Average point score per Entry above by 4.2 points compared to national levels

2.3 Birmingham's Key Stage 5 attainment by Gender and Ethnicity

2.3.1 Gender

Figure 34 and 35 shows male and female outcomes at Key Stage 5. Whereas at Primary level and Key Stage 4 attainment, girls generally outperform boys, at Key Stage 5, in many areas male students outperform female students. Although females do have a higher average point score.

- 3 A*-A grades or better at A Level
- AAB or better at A Level
- AAB or better at A Level of which at least two are in facilitating subjects

Fig 31. Key Stage 5 – Gender – A Level

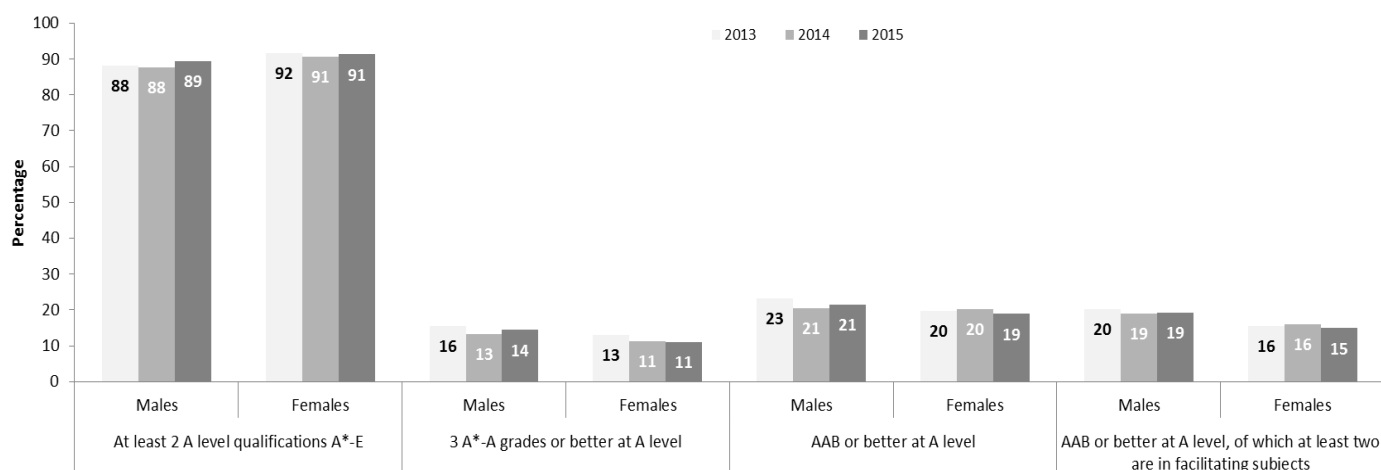
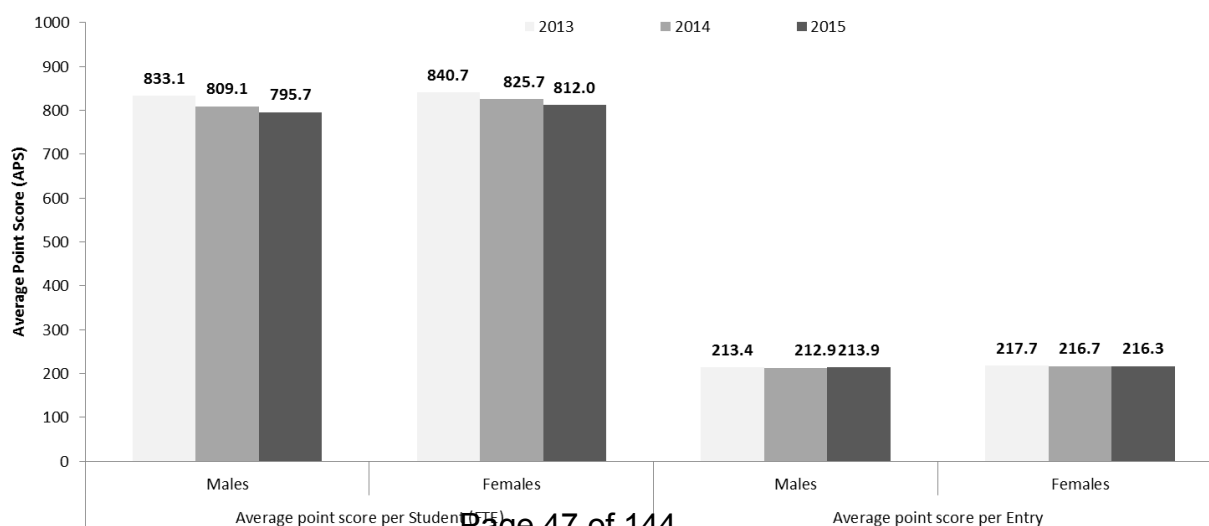


Fig 32. Key Stage 5 – Gender – Average Point Score (APS) – A Level



The table below shows the attainment gap between Birmingham and national – state funded averages for both male and female achieving key stage 5 outcomes:

	At least 2 A level qualifications A*-E			Average point score per Student (FTE)			Average point score per Entry		
	B'ham	National – state funded	GAP	B'ham	National – state funded	GAP	B'ham	National – state funded	GAP
Males	89%	90%	-1%	795.7	762.1	+33.6	213.9	210.4	+3.5
Female	91%	92%	-1%	812.0	783.3	+28.7	216.3	216.4	-0.1

2.3.2 Main Ethnicity Groups

The graphs below show attainment outcomes for main ethnicity groups between 2013 and 2015. There was varied performance across all ethnicity groups from 2013 to 2015 including Chinese students, where performance fell slightly.

Fig 33 - Key Stage 5 – Main Ethnic Groups – A Level

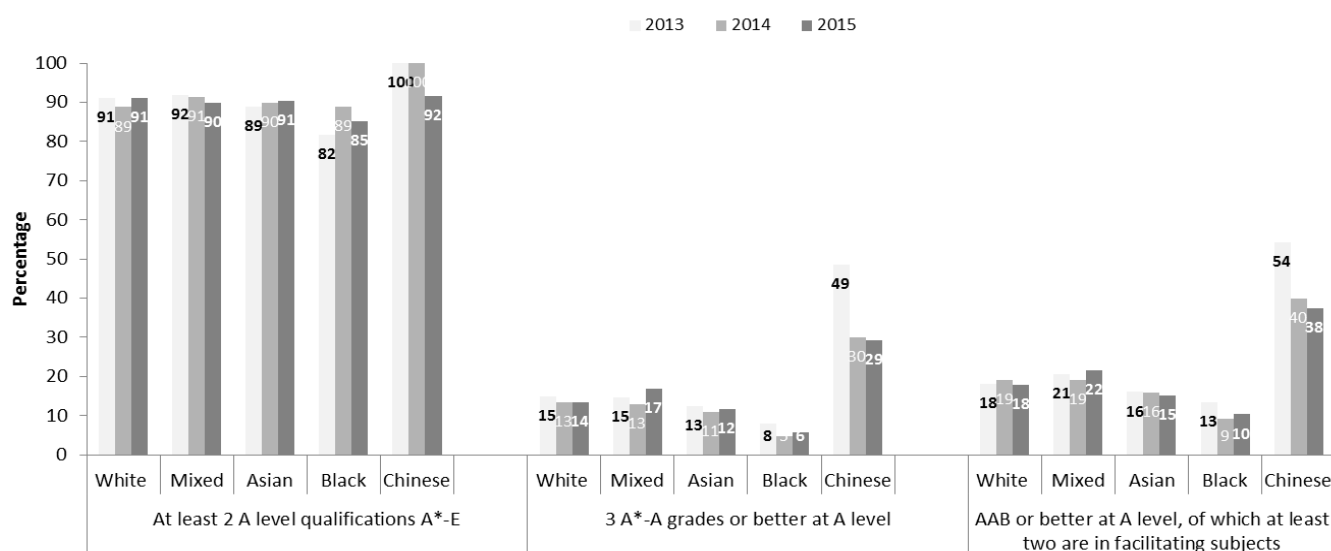
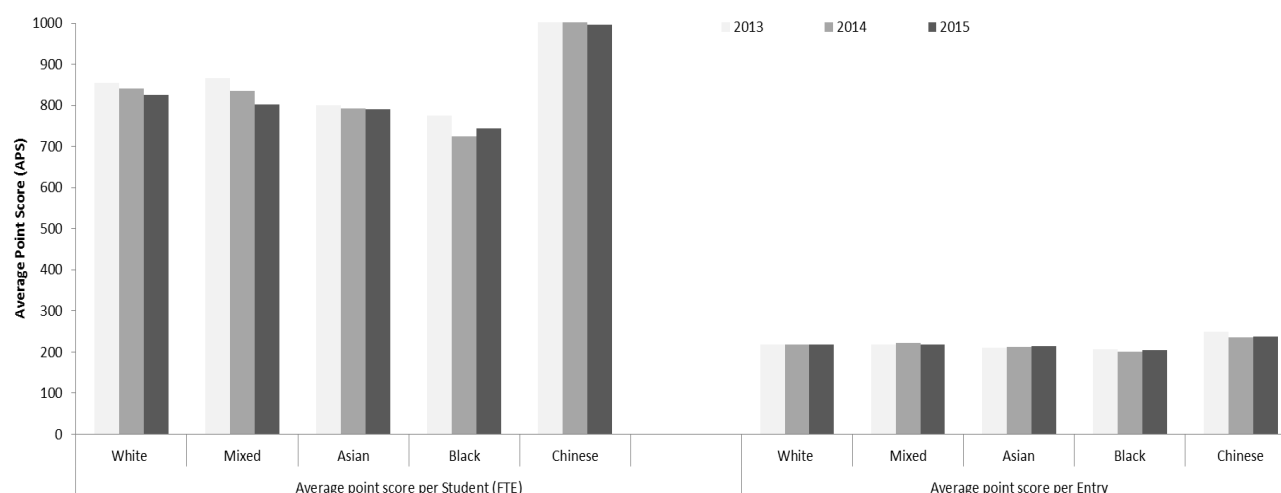


Fig 34 - Key Stage 5 – Average Point Score (APS) – A Level



2.3.3 Sub-Level Ethnicity groups

Attainment at Key Stage 5 continues to vary between different ethnicity groups. Ethnicity groups which were highest achieving in all subjects in 2015:

2 A level qualifications A*-E

- White and Black African
- Any Other white background
- Indian

Average point score per student (FTE)

- Chinese
- Any Other white background
- White and Black African

Average point score per Entry

- Chinese
- White and Black African
- Irish

Fig 35 - At least 2 A level qualifications A*-E

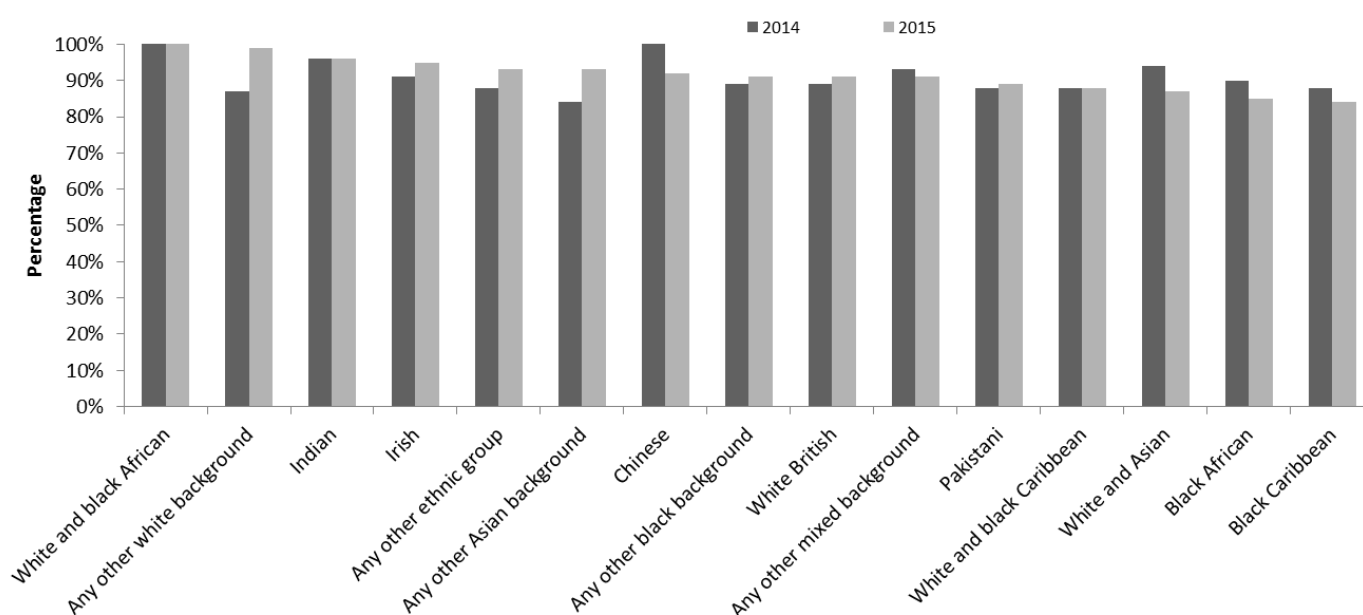


Fig 36 - Average point score per student (FTE) – A Level

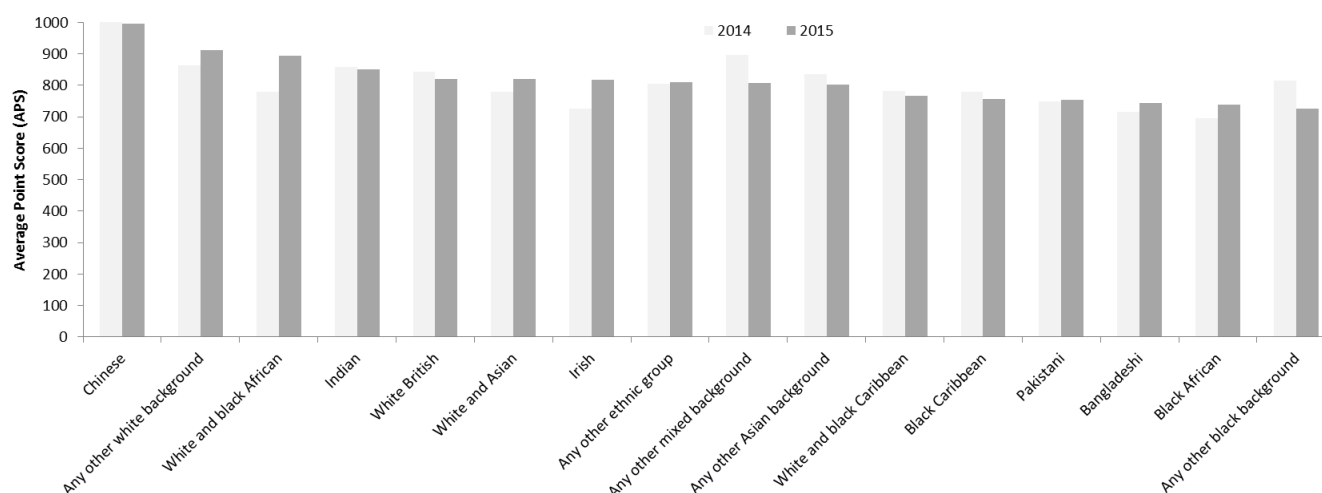
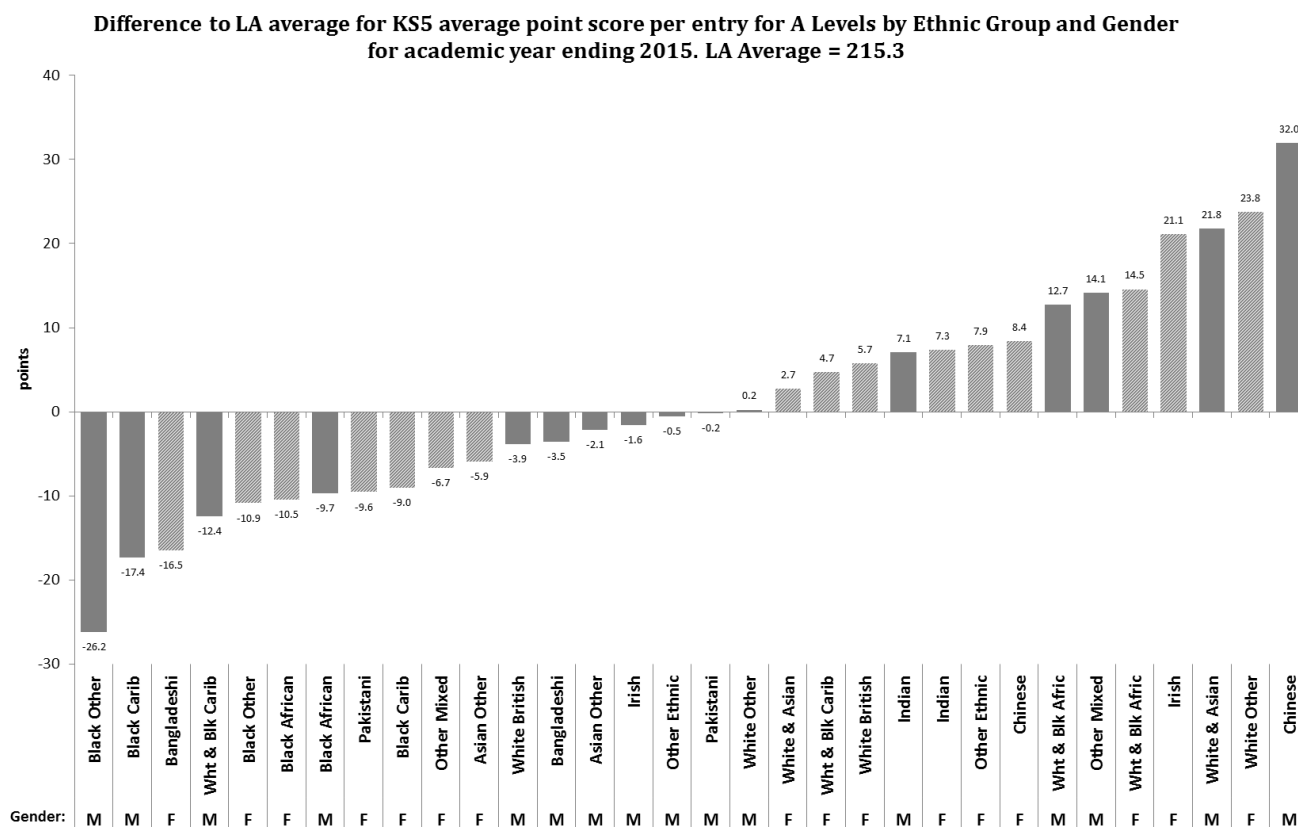


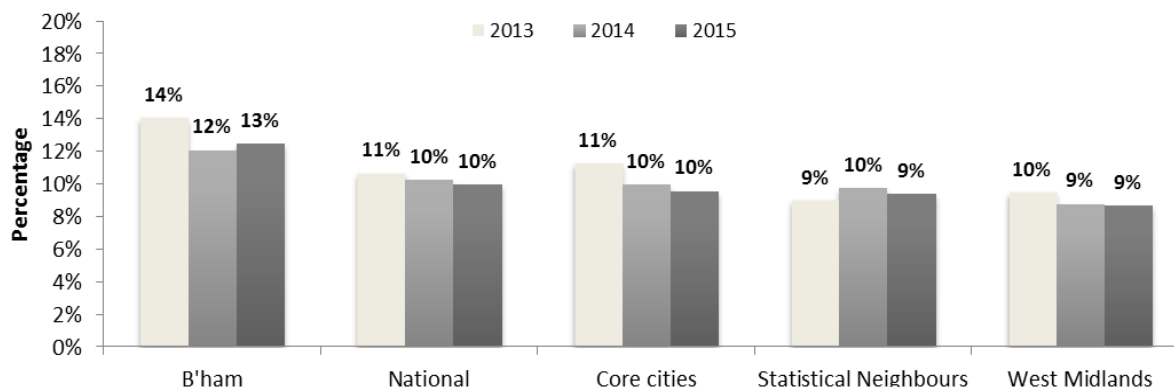
Fig 37 – Average point score per Entry – A Level



2.4 Birmingham's Key Stage 5 attainment by Statistical Neighbours, Core Cities and West Midlands.

The graphs below show Birmingham's attainment by statistical neighbours, core cites and west midlands authorities.

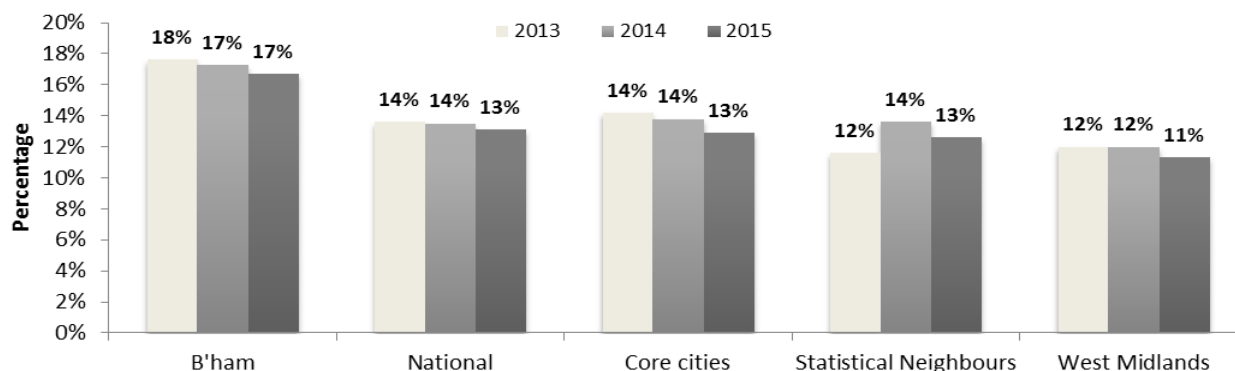
Fig 38 – Key stage 5 – Students achieving 3 A*-A grades or better at A level



In terms of Key Stage 5 for students achieving 3 A*-A grades or better at A level performance, Birmingham is above national, core cities, statistical neighbours and west midlands.

Birmingham is 3 percentage points above national and core cities and 4 percentage points above statistical neighbours and west midlands authorities.

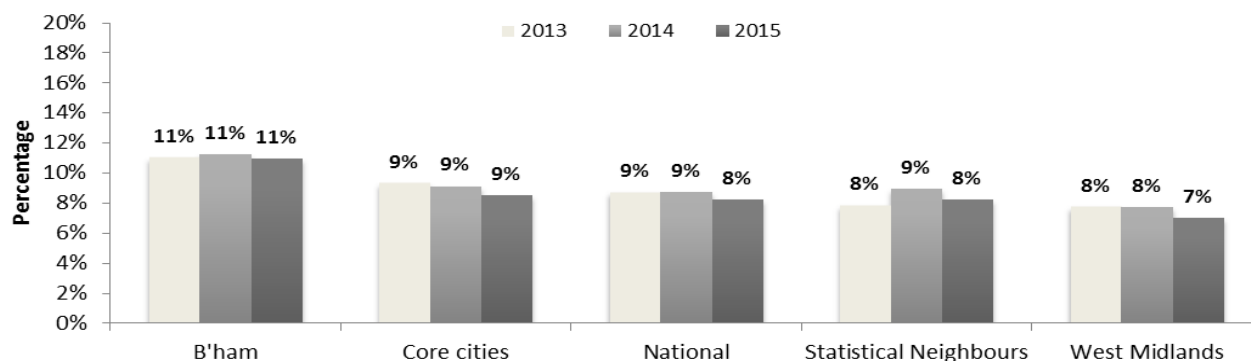
Fig 39 – Key stage 5 – Students achieving grades AAB or better at A level, of which at least two are in facilitating subjects



In terms of Key Stage 5 for students achieving grades AAB or better at A level, of which at least two are in facilitating subjects performance, Birmingham is above national, core cities, statistical neighbours and west midlands.

Birmingham is 4 percentage points above national, core cities and statistical neighbours and 6 percentage points above west midlands authorities.

Fig 40 – Key stage 5 – Students achieving grades AAB or better at A level, all of which are in facilitating subjects



For Key Stage 5 for students achieving grades AAB or better at A level, all of which are in facilitating subjects - Birmingham is above core cities, national, statistical neighbours and west midlands.

Birmingham is 2 percentage points above core cities, 3 percentage points above national and statistical neighbours and 4 percentage points above west midlands authorities.

2.5 Secondary Floor Standard – Sixth Form Schools

Secondary school sixth form are classed as below floor standard if:

- fewer than 45% of students achieve an average point score per entry in vocational qualifications of 194 points
- fewer than 45% of students achieve an average point score per entry in academic qualifications of 172 points

Birmingham has 1 sixth form schools below floor standard in 2015.

2.6 Birmingham's Key Stage 5 attainment by District and Ward.

District (based on pupil's home postcode)

Attainment across the districts is variable.

Fig 41 - Students achieving at least 2 A level qualifications:

Above average districts:

- Sutton Coldfield
- Hall Green
- Selly Oak

Below average districts:

- Hodge Hill
- Perry Barr
- Ladywood

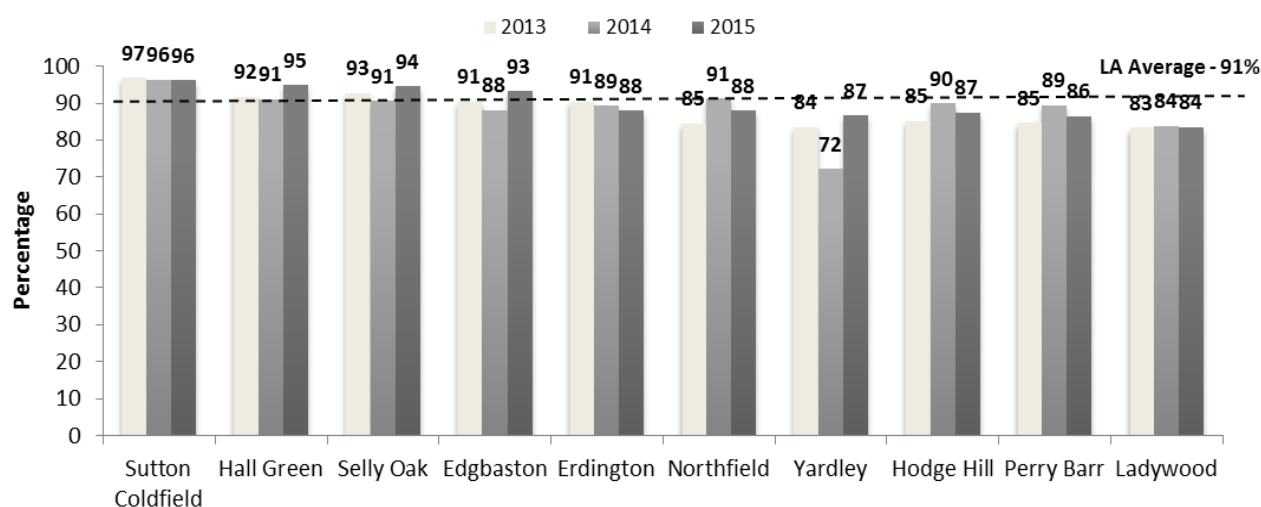


Fig 42 - Students achieving 3 A*-A grades or better at A level

Above average districts:

- Edgbaston
- Hall Green
- Sutton Coldfield

Below average districts:

- Perry Barr
- Erdington
- Northfield

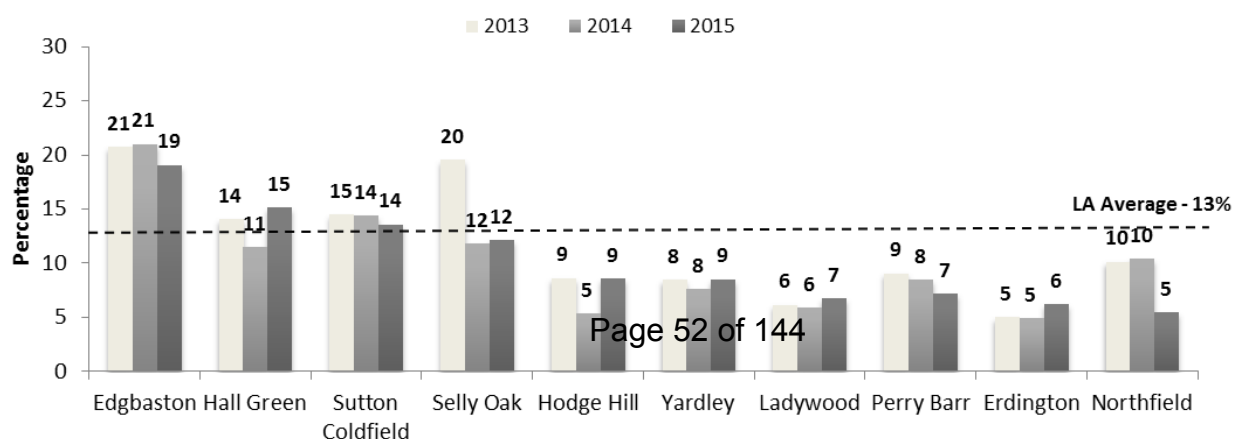


Fig 43 – Students achieving grades AAB or better at A level, of which at least two are in facilitating subjects

Above average districts:

- Edgbaston
- Hall Green
- Sutton Coldfield

Below average districts:

- Erdington
- Ladywood
- Northfield

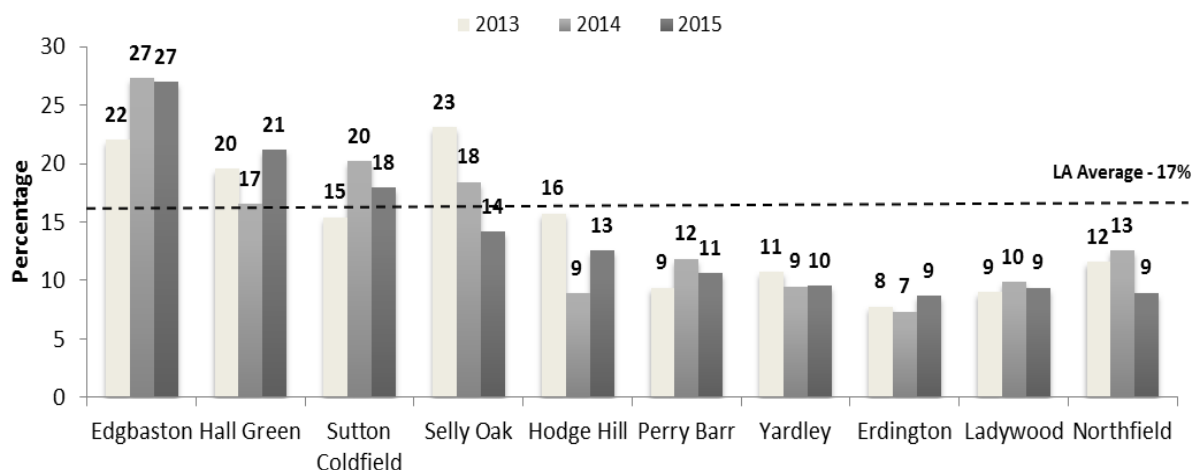


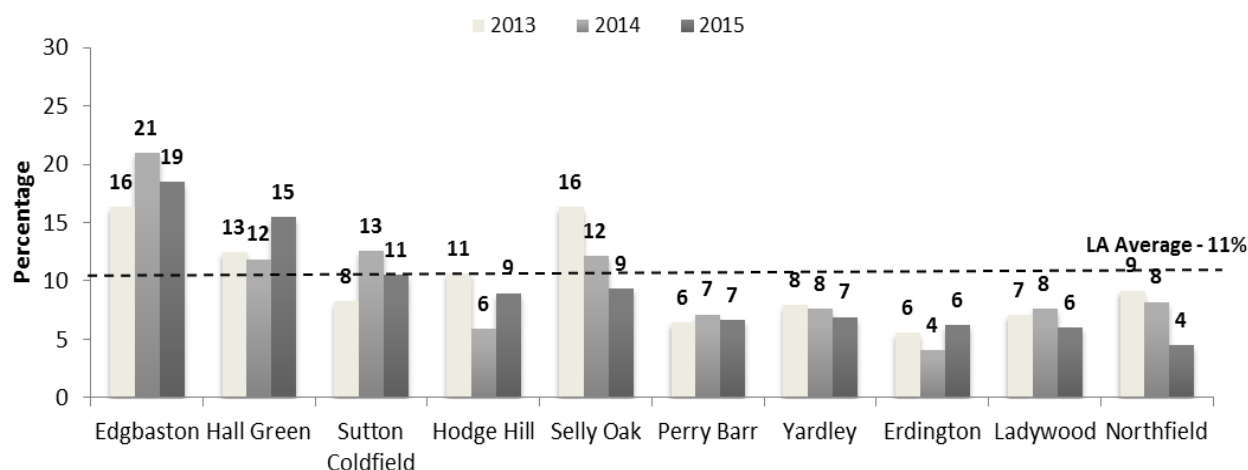
Fig 44 – Students achieving grades AAB or better at A level, all of which are in facilitating subjects

Above average districts:

- Edgbaston
- Hall Green
- Sutton Coldfield

Below average districts:

- Erdington
- Ladywood
- Northfield



Ward - (based on pupil's home postcode)

Fig 45 - Students achieving at least 2 A level qualifications:

Percentage of students achieving at least 2 A level qualifications
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets

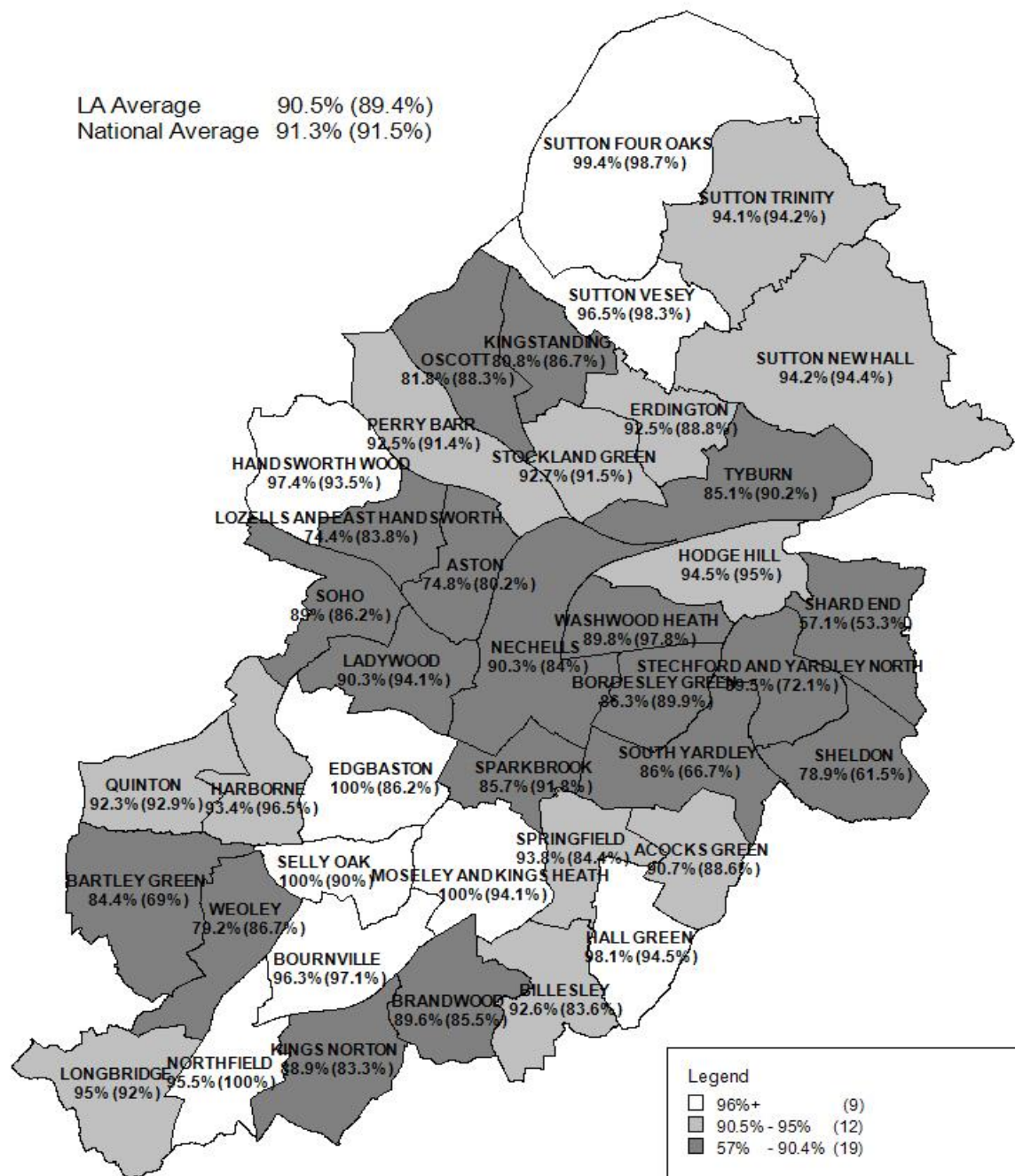


Fig 46 - Students achieving 3 A*-A grades or better at A level

Percentage of students achieving 3 A*-A grades or better at A level
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets

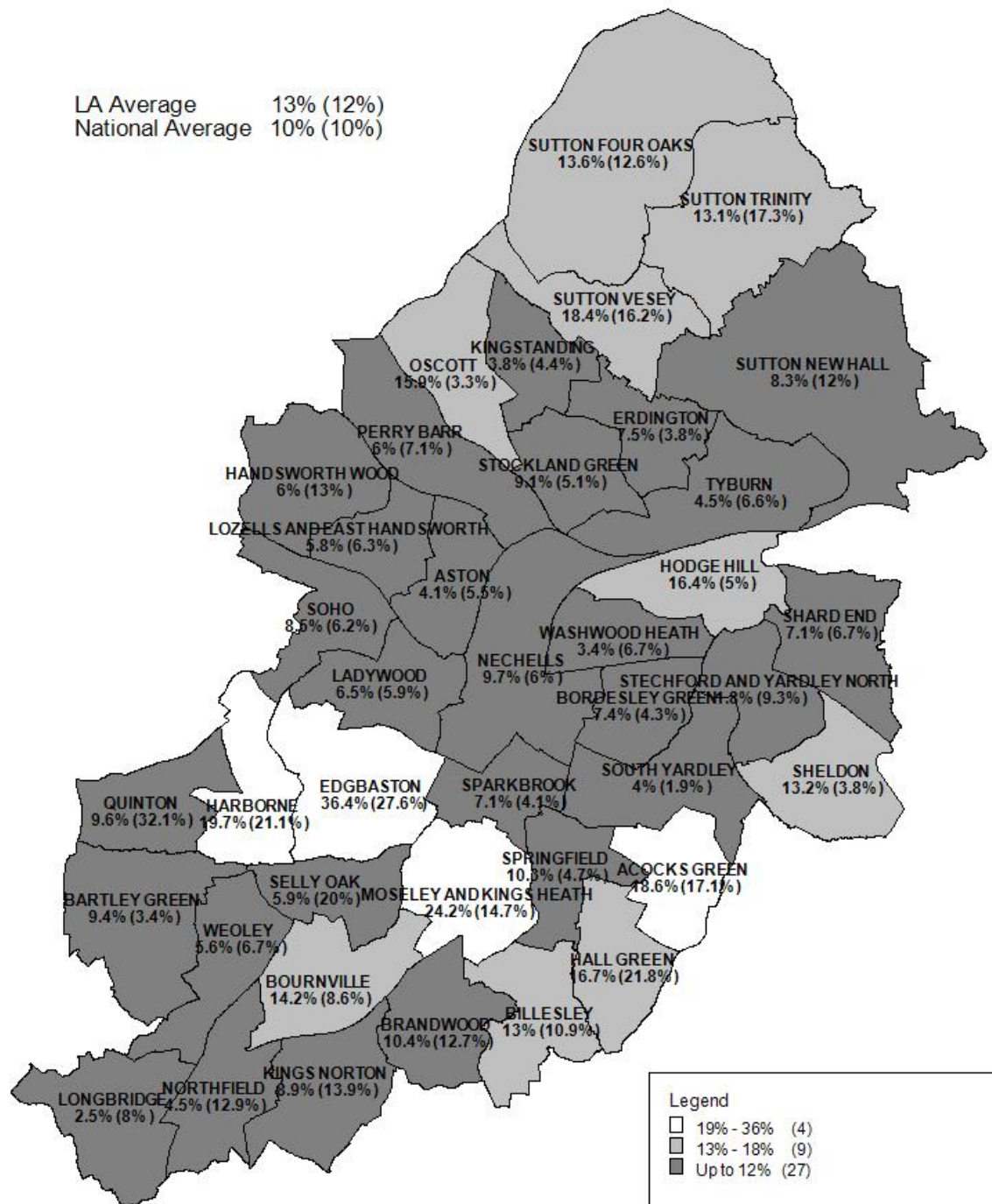


Fig 47 - Students achieving grades AAB or better at A level, of which at least two are in facilitating subjects

Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets

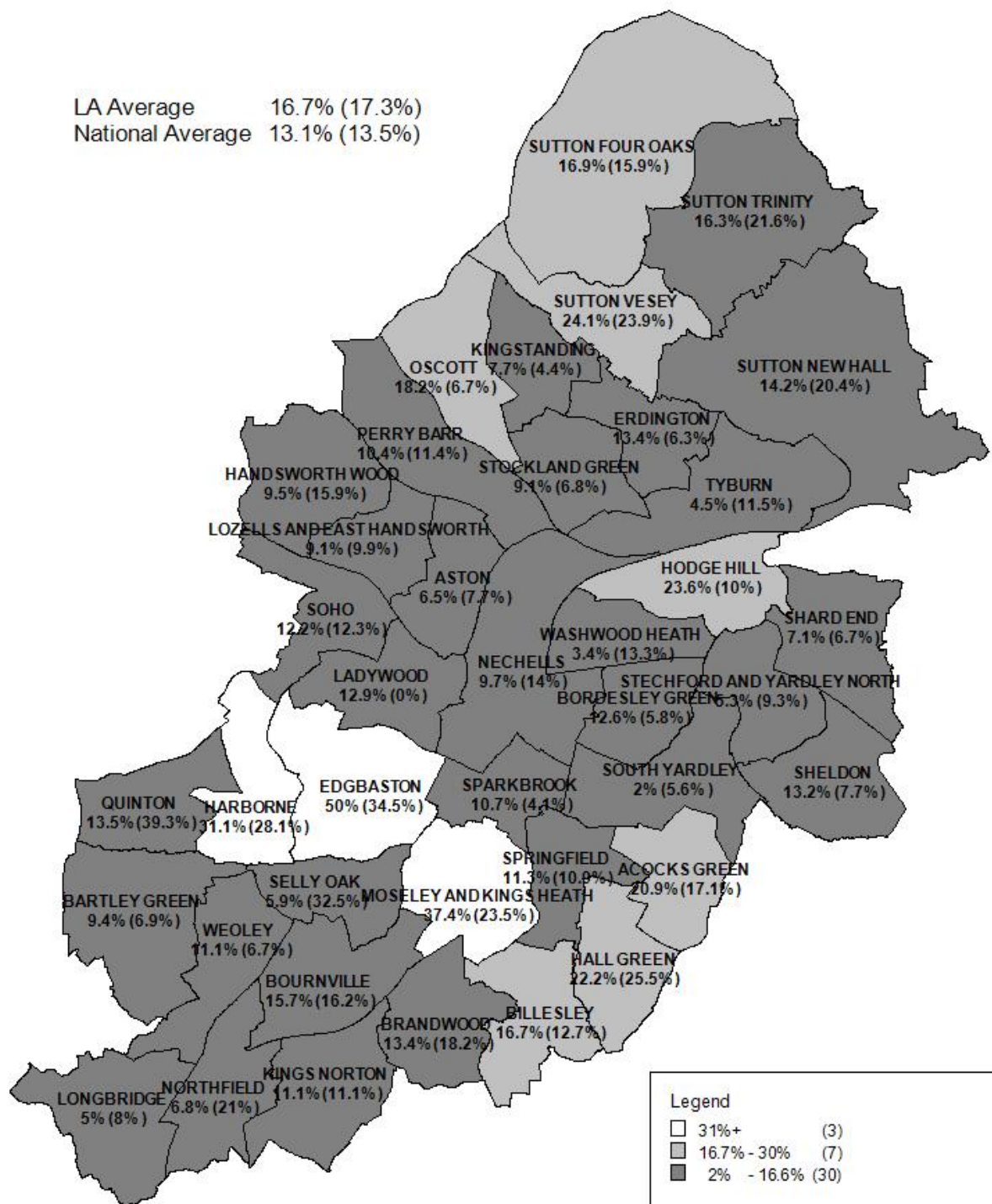
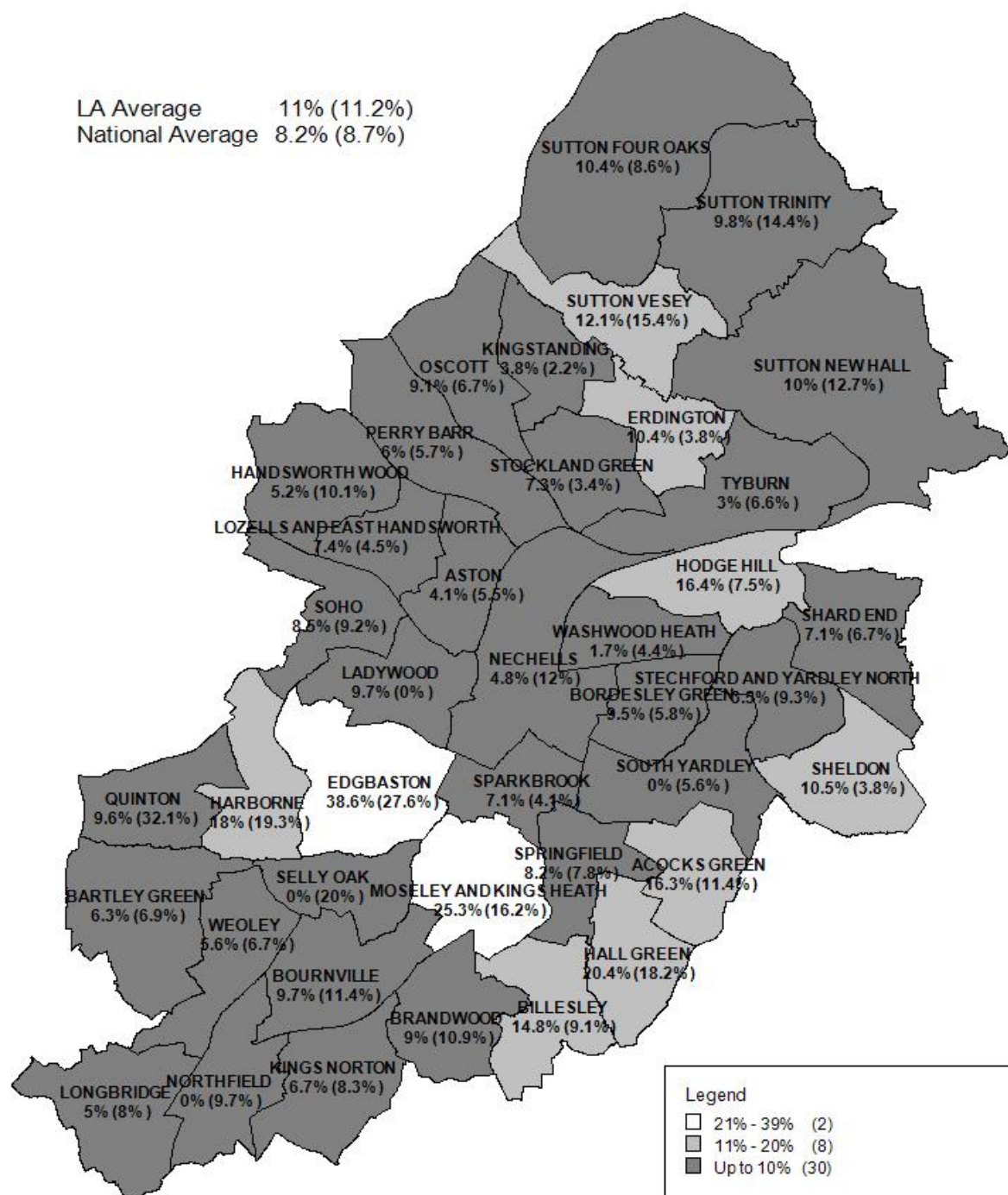


Fig 48 - Students achieving grades AAB or better at A level, all of which are in facilitating subjects

Percentage of students achieving grades AAB or better at A level, all of which are in facilitating subjects
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets



2.7 Birmingham's Key Stage 5 attainment by A Level, Academic and Vocational.

2.7.1 Background

Key stage 5 is split by three cohorts of students depending on the types of qualifications taken:

- **A Level** includes A Level or applied A Level.
- **Academic:** includes A Level or applied A Level. In addition it includes Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Mathematics and Extended Project (Diploma) qualifications.
- **Vocational:** includes all other regulated qualifications.

The report has already looked into detail in previous sections at A level performance, next sections will focus on the Academic and Vocational cohort.

2.7.2 Academic and Vocational performance

Fig 49 shows academic and vocational outcomes for Key stage 5 students from 2013 to 2015.

Birmingham is in line with national state-funded levels for proportion of students achieving at least 2 substantial academic qualifications. For vocational qualifications Birmingham students perform better than national state-funded by 12 percentage points.

Fig 49 – 2 substantial qualifications Academic and Vocational

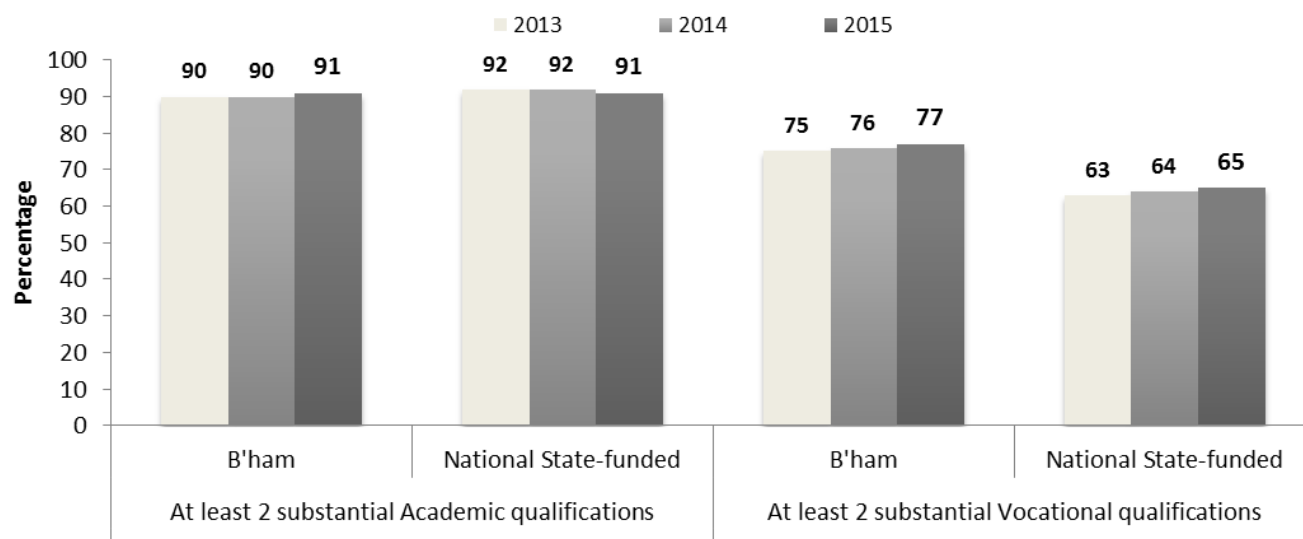
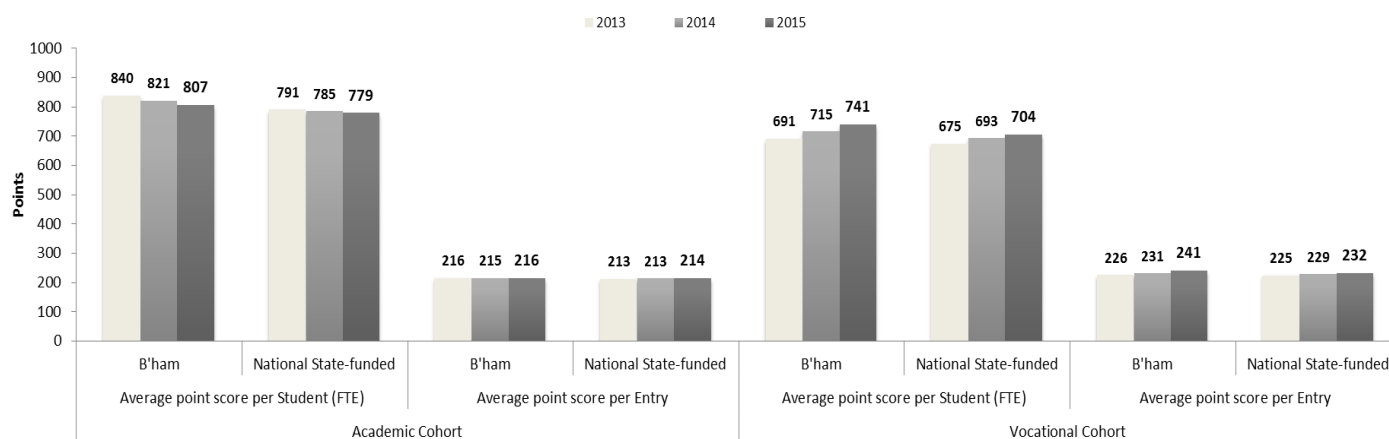


Fig 50 shows Average point score outcomes for academic and vocational for Key stage 5 students from 2013 to 2015.

Birmingham is consistently above national state-funded average for both Average point score (APS) per Student (FTE) and per Entry.

Fig 50 – Average point score for Academic and Vocational



3. Special Education Needs (SEN)

3.1 Background

Children with special educational needs are at risk of underachieving unless the right support is provided. Special educational needs cover a broad spectrum of physical, cognitive, emotional and behavioural difficulties. On average just one in four children are on a school SEN Database (4 percent with statements or Education Health Care plans and 16 percent with SEN support). N.B. From September 2014, statements become Education Health & Care Plans (EHCP), School Action Plus and School Action become one category of 'Additional Support'.

For most children with special educational needs, attainment is measured on the basis of national curriculum levels and examination results. For some children with special educational needs, other measures of attainment are used that are better suited to their needs, e.g. 'P scales' which provide a way of measuring incremental progress, pre-national curriculum levels.

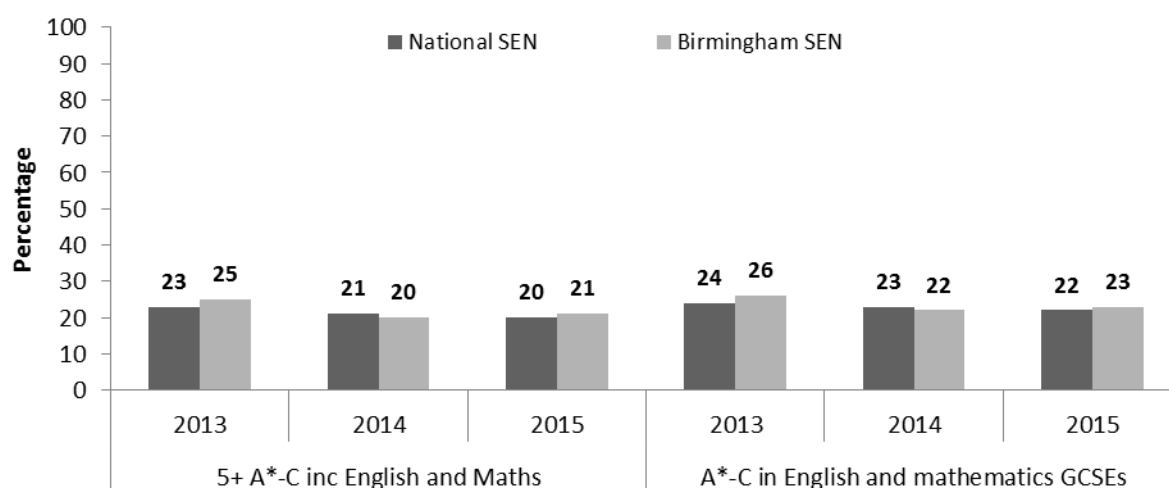
Please note when referencing SEN data or analysis, data is extracted from School Census January 2015.

Key Messages:

- Birmingham's Key Stage 4 SEN attainment has slightly improved, from 2014 to 2015.
- Birmingham's Key Stage 4 SEN expected progress in English is above national SEN pupils.

3.2 Key Stage 4

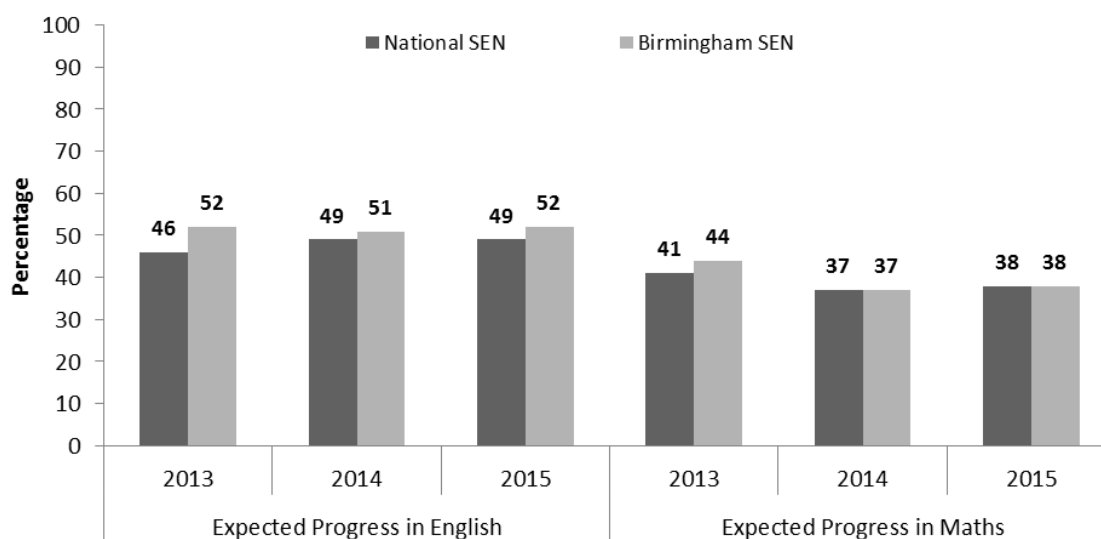
Fig 54 - SEN Key Stage 4



Between 2014 and 2015, Birmingham's SEN children attainment has improved when comparing to national averages.

For proportion of pupils achieving 5 or more A*-C including English and Maths in 2015 Birmingham SEN pupils are 1 percentage point above national SEN average.

For proportion of pupils achieving A*-C including English and Maths in 2015 Birmingham SEN pupils are 1 percentage point above national SEN average.

Fig 55 - SEN Key Stage 4 – Progress


Between 2014 and 2015, Birmingham's SEN children progress for English has improved when comparing to national averages.

For proportion of pupils achieving expected progress in English in 2015 Birmingham SEN pupils are 3 percentage points above national SEN average.

For proportion of pupils achieving expected progress in Maths in 2015 Birmingham SEN pupils are in line with national SEN average.

Improvement

By age 16 our Birmingham SEN pupils are doing slightly better than their peers nationally and we do particularly well with progress in English, with 52 percent of SEN pupils making the expected rate of improvement compared to 49 percent nationally. In a city with high levels of students with English as an additional language this progress is vital and will contribute to our young people having the skills they need to participate fully in society.

Continuing with the focus on improving outcomes in mathematics for SEN students following on from SEN primary attainment a Maths toolkit to support Maths was published by Pupil and School Support in September 2015. This was an updated version of a previously published one which reflected the content of the new National Curriculum and also mirrored the format of the Language and Literacy Toolkit. It was published in two stages, the first stage being the assessment frameworks in September 2015, the second stage being a set of accompanying teaching and learning ideas and an ITP (individual target plan) tool. Since September 2015, PSS teachers report that 131 schools are using the Maths toolkit to support assessment and target setting for pupils who have maths difficulties or who are underachieving in maths.

Future service priorities

We will continue to work in partnership with teaching school alliances and Birmingham Education Partnership (BEP) to ensure schools have effective programmes to tackle this under achievement. Access to Education colleagues will be working with schools to understand their data regarding SEN pupils and put plans in place to make improvements.

(Jill Crosbie, Head of Access to Education)

4. Looked After Children (LAC) Attainment

4.1 Background

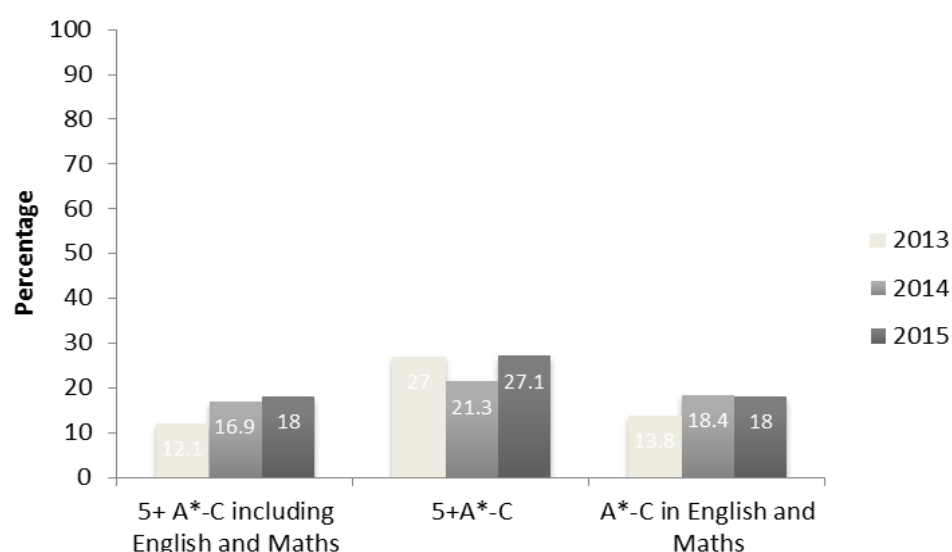
This analysis captures the end of key stage results for Birmingham's Looked After Children (LAC) for the 2014-15 academic year.

The main focus of the analysis is the cohort of children looked after continuously for at least 12 months as at 31 March 2015 (excluding those children in respite care) as reported in the 903 return and in particular those in the secondary phase completing Key Stage 4 and Key Stage 5.

4.2 Key Stage 4

The number of LAC in the cohort (children looked after continuously for at least 12 months as at 31 March (excluding those children in respite care) completing KS4 (Year 11) at the end of the summer term was 133. The chart below shows the proportion of children achieving 5+ A*-C including English and Maths, 5+A*-C and A*-C in English and Maths.

Fig 56 – Key Stage 4 - 5+ A*-C including English and Maths, 5+A*-C and A*-C in English and Maths



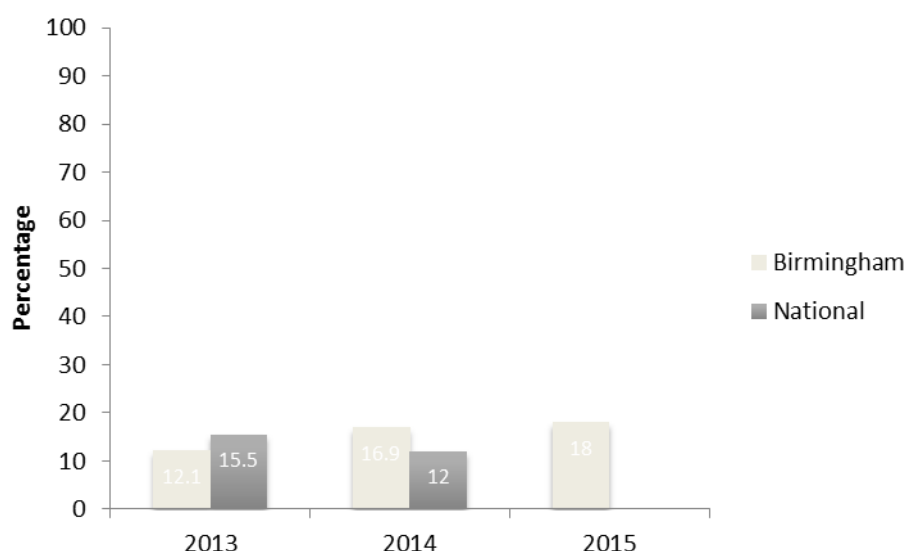
Birmingham's Looked After Children (LAC) Key Stage 4 attainment has improved between 2014 and 2015.

Proportion of pupils achieving:

- 5+ A*-C including English and Maths has increased by 1.1 percentage points.
- 5+A*-C has increased 5.8 percentage points.
- A*-C in English and Maths has decreased by 0.4 percentage points

NB Due to the Wolf review, data for 2014 onwards cannot be directly compared with previous years.

Fig 57 - Key Stage 4 - 5+ A*-C including English and Maths (Birmingham and National LAC)



Key Stage 4 – Attainment

The 2015 Key Stage 4 LAC attainment outcomes for the cohort (children looked after continuously for at least 12 months as at 31 March) for Birmingham, based on “First Entry” were:

- 18 percentage point in 5 A*-C grade GCSE (or equivalent) including English & Maths
- 27.1 percentage point in 5 A*-C grade GCSE (or equivalent)
- 57.1 percentage point in 5 A*-G grade GCSE (or equivalent)
- 74 percentage point in 1 A*-G grade GCSE (or equivalent)
- 16.5 percentage point in A*/A (at least one in any subject)
- 92.5 percentage point in 1 Qualification
- 5.2 percentage point achieved the English Baccalaureate – (A*-C passes in English, mathematics, 2 sciences, a humanity and a language)

Key Stage 4 – Expected Progress

- 36.7 percentage point of the KS4 cohort achieved expected progress in English between KS2 and KS4
- 26.5 percentage point of the KS4 cohort achieved expected progress in mathematics between KS2 and KS4

Adjustment Factors

Based on the previous measure of Best Entry: 21.1 percentage point of the KS4 cohort achieved 5 A* - C (including English & Maths).

Not all of the young people in the eligible cohort were entered for GCSE's or equivalents. If we discount those attending Special Schools:

23.3 percentage point of the KS4 cohort achieved 5A* -C (including English & Maths) discounting Special Schools (1ST Entry)

26.3 percentage point of the KS4 cohort achieved 5A* -C (including English & Maths) discounting Special Schools (Best Entry) (Entered for GCSE)

Attendance

The numbers of children in care in the secondary school phase cohort who missed 25 or more days schooling has decreased from 17.69 percent in 2013-14 to 12.45 percent for the 2014-15 academic year.

Secondary Attendance in 2014-15 has increased to 91.15 percent from 90.62 percent in 2013-14.

Exclusions

The number of permanent exclusions for LAC in both primary and secondary phases remains low.

Looked After Children Exclusions			
Year	2012/13	2013/14	2014/15
Male	5	7	10
Female	0	0	1
Total Number	5	7	11
Percentage	02.29%	03.14%	3.86%

4.3 Key Stage 5

The number of LAC in the KS5, Year 13 cohort in education studying at level 3, at the end of the summer term was 29. Of these, 9 progressed to the second year of a level 3 course; 12 went on to university; 2 went on to further education; 2 went into employment; 1 went into an apprenticeship and 3 dropped out of their courses and became NEET.

Improvement / Future service priorities

- (a) Strengthen the quality of education and provision for LAC in EYFS, KS1 and the transition from KS2 to KS4 ensuring that:
 - Children on entry to primary school are well prepared for education (EYFS)
 - The progress and achievement of LAC at the end of KS1 is increased
 - Progress from KS2 to KS4 is assessed regularly and consistently, providing targeted intervention to ensure LAC realise their potential.
- (b) Strengthen the quality of education, employment, training support and provision at KS3 & KS4 by:
 - Ensuring that when they are ready to leave school young people's achievement is in line at least with the national figures for LAC
 - Improving the number of LAC that achieve 5 A* - C (including English & maths)

- (c) Improve the corporate ambition of The Virtual School and LACES work in partnership with schools to make sure that every child in care has a school place by:
- Ensuring LAC are placed in a good or better school.
 - Ensuring all LAC have high quality Personal Education Plans (PEP's), through the development of the e-PEP, with challenging targets.
 - Providing a focussed programme of training for Virtual School staff, Carers and other professionals related to the educational progress of LAC to support the improvement of the children's progress and effective use of Pupil Premium.
 - Enhance the Careers Education, Information, Advice and Guidance (CEIAG) for LAC through a targeted programme.
- (d) Ensure that care leavers have good, targeted and timely pathway plans in place so that they can make a successful transition into adulthood.
- (e) Improve the attendance to school by children in care through enhancing the learning offer across and beyond educational settings.

(Andrew Wright, Head Teacher of Virtual School)

5. Secondary Summary Table

Pupil Performance 2015: Comparison with Core Cities and Statistical Neighbours

Figures in brackets are 2014

Phase	Birmingham	Core City Average	Statistical Neighbour Average	West Midlands Average	Birmingham Rank Order out of 16 ⁶
2015 KS4					
5+ A*-C including English and Maths	54% (56%)	52% (53%)	54% (52%)	55% (55%)	=6th (=5th)
A*-C in English and mathematics GCSEs	56% (58%)	55% (56%)	54% (56%)	57% (57%)	=6th (=5th)
Achieved the English Baccalaureate	23% (23%)	22% (22%)	21% (21%)	22% (22%)	=6th (=5th)
2015 KS5					
Students achieving 3 A*-A grades or better at A level	13% (12%)	10% (10%)	9% (10%)	9% (9%)	=2nd (=3rd)
Students achieving grades AAB or better at A level, of which at least two are in facilitating subjects	17% (17%)	13% (14%)	13% (14%)	11% (12%)	=2nd (=3rd)
Students achieving grades AAB or better at A level, all of which are in facilitating subjects	11% (11%)	9% (9%)	8% (9%)	7% (8%)	=2nd (=3rd)

The core cities are Birmingham, Bristol, Leeds, Liverpool, Manchester, Newcastle-Upon Tyne, Nottingham City and Sheffield.

Statistical neighbours are Slough, Waltham Forest, Manchester, Derby, Enfield, Luton, Nottingham City, Sandwell, Walsall and Wolverhampton. These were revised in 2014.

West Midlands are Birmingham, Coventry, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke-on-Trent, Telford and Wrekin, Walsall, Warwickshire, Wolverhampton and Worcestershire

Birmingham's rank order position is as compared to the other 16 core city and statistical neighbour authorities.

1. Ranking based on rounded figures

Examination and Assessment Results Secondary Schools 2015

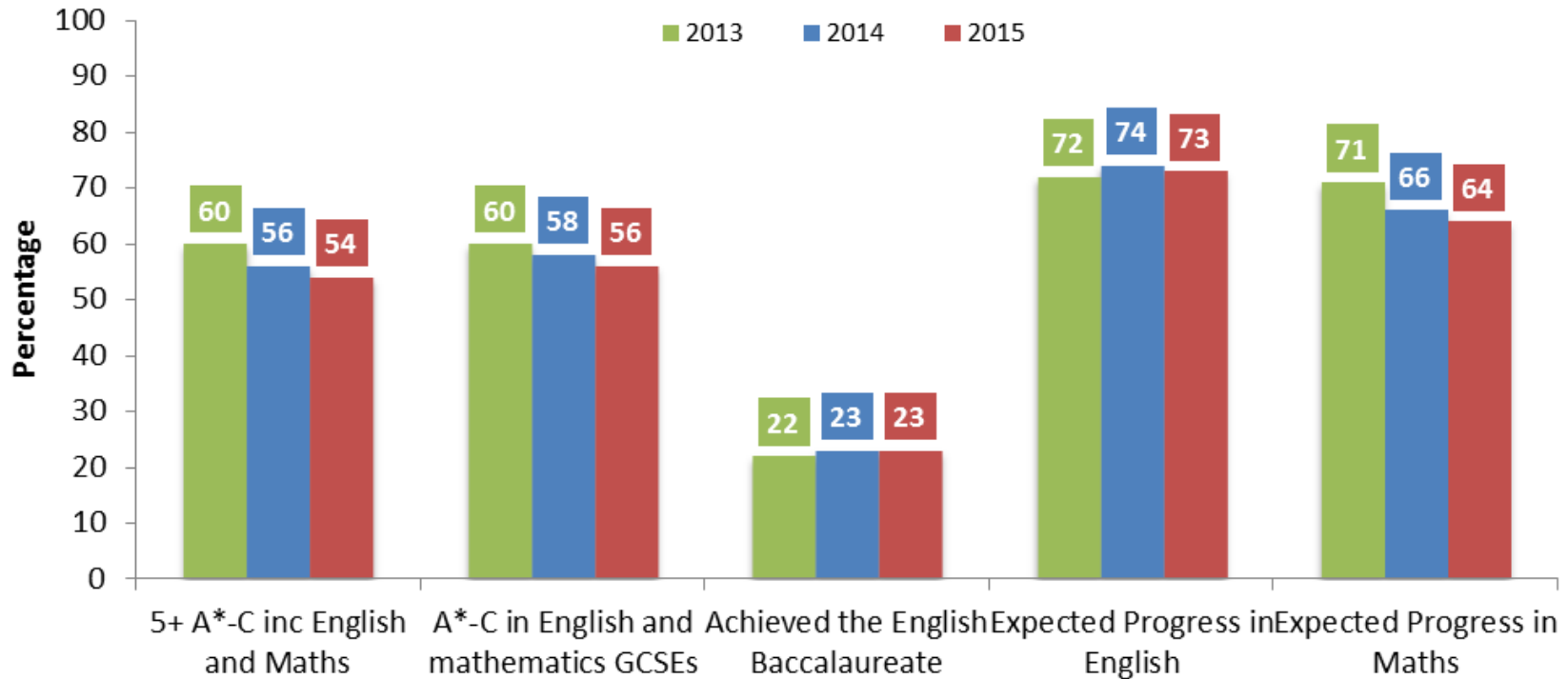
**Education Vulnerable Children
Overview and Scrutiny Committee
March 2016**

Overview

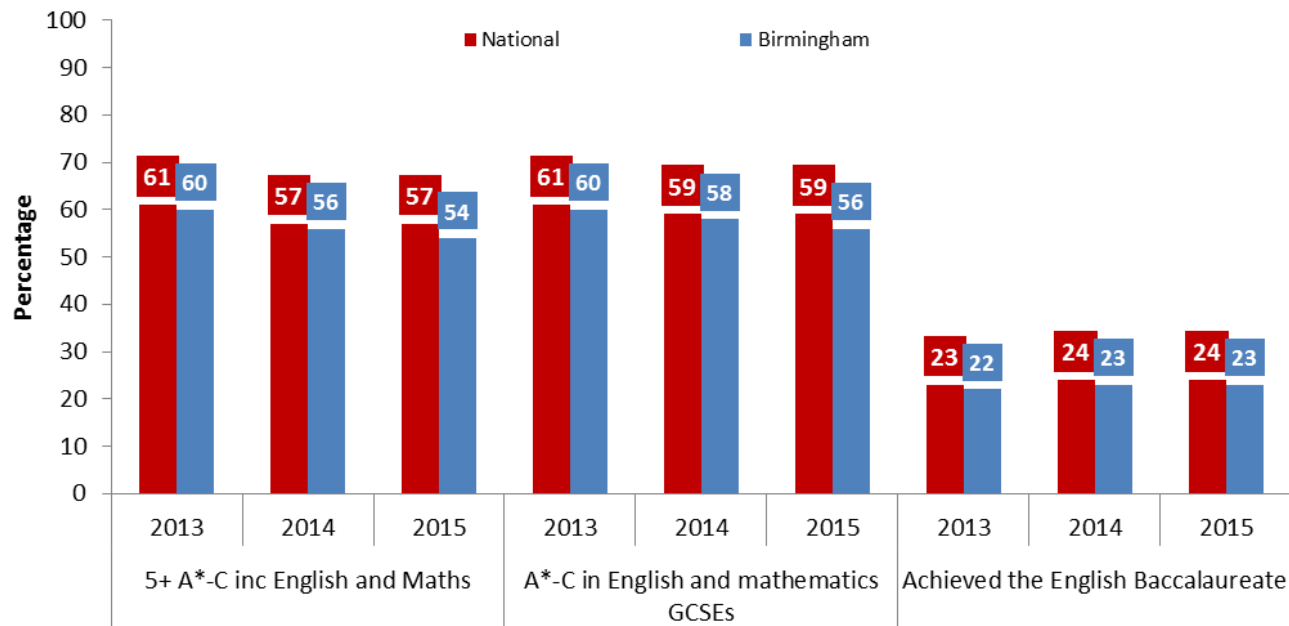
- Covers Secondary school performance Key Stage 4 to Key Stage 5
- Number of changes in assessment over recent years with the most significant ones to come in 2016.
- On the whole Birmingham's Key Stage 4 performance has declined between 2014 and 2015 and the gap with national averages increasing
- FSM and Disadvantaged performance above national averages
- Still significant gaps across the city
- Key Stage 5 performance has remained largely static between 2014 and 2015

Key Stage 4

Overall GCSE Performance



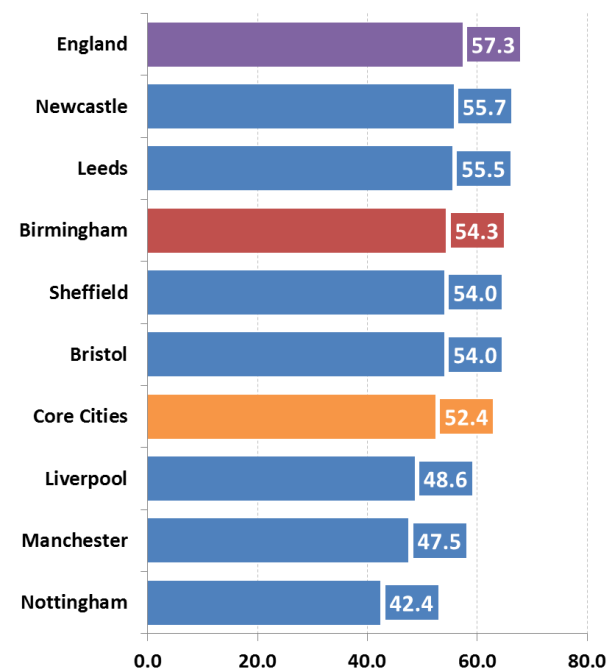
- Performance has declined in Birmingham across most of the main measures of GCSE performance



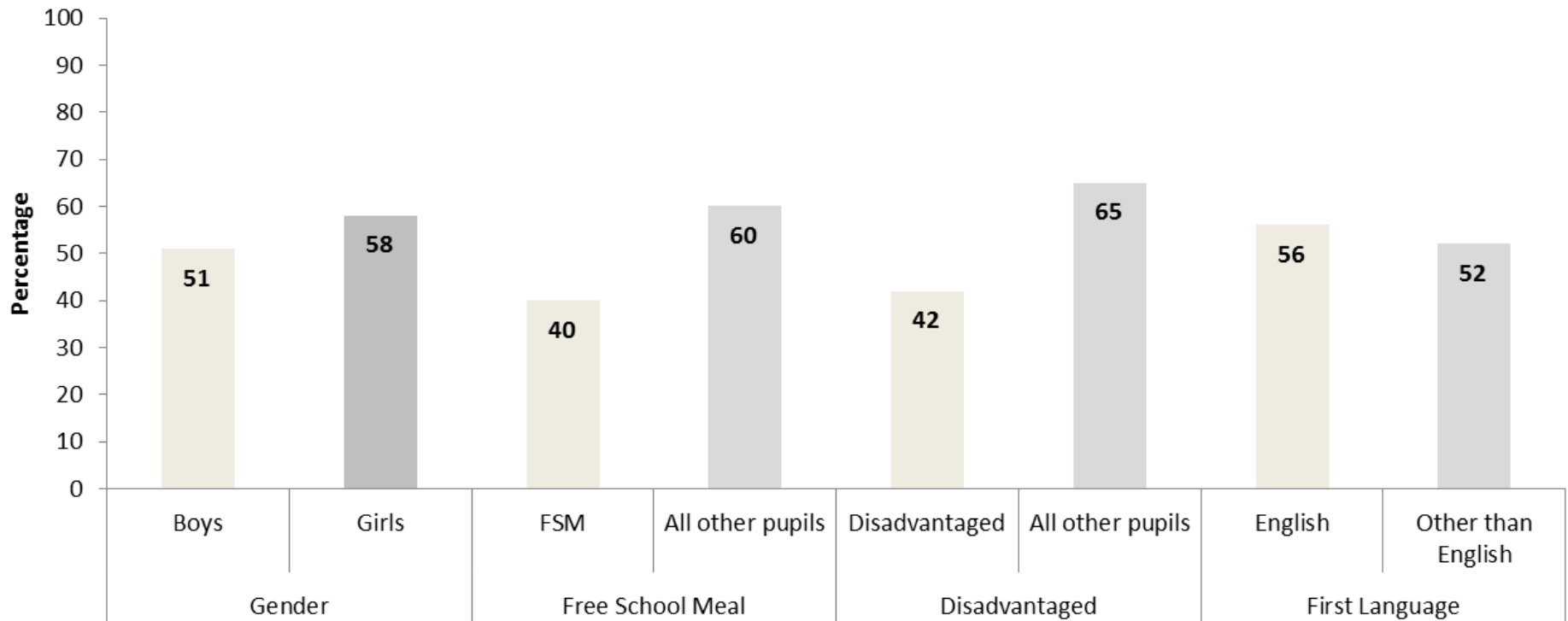
The gap between Birmingham and national averages increased between 2014 and 2015

However Birmingham performs better than many Core City partners.

Proportion of Pupils Achieving 5 A* to C Inc English and Maths



Pupil Characteristics

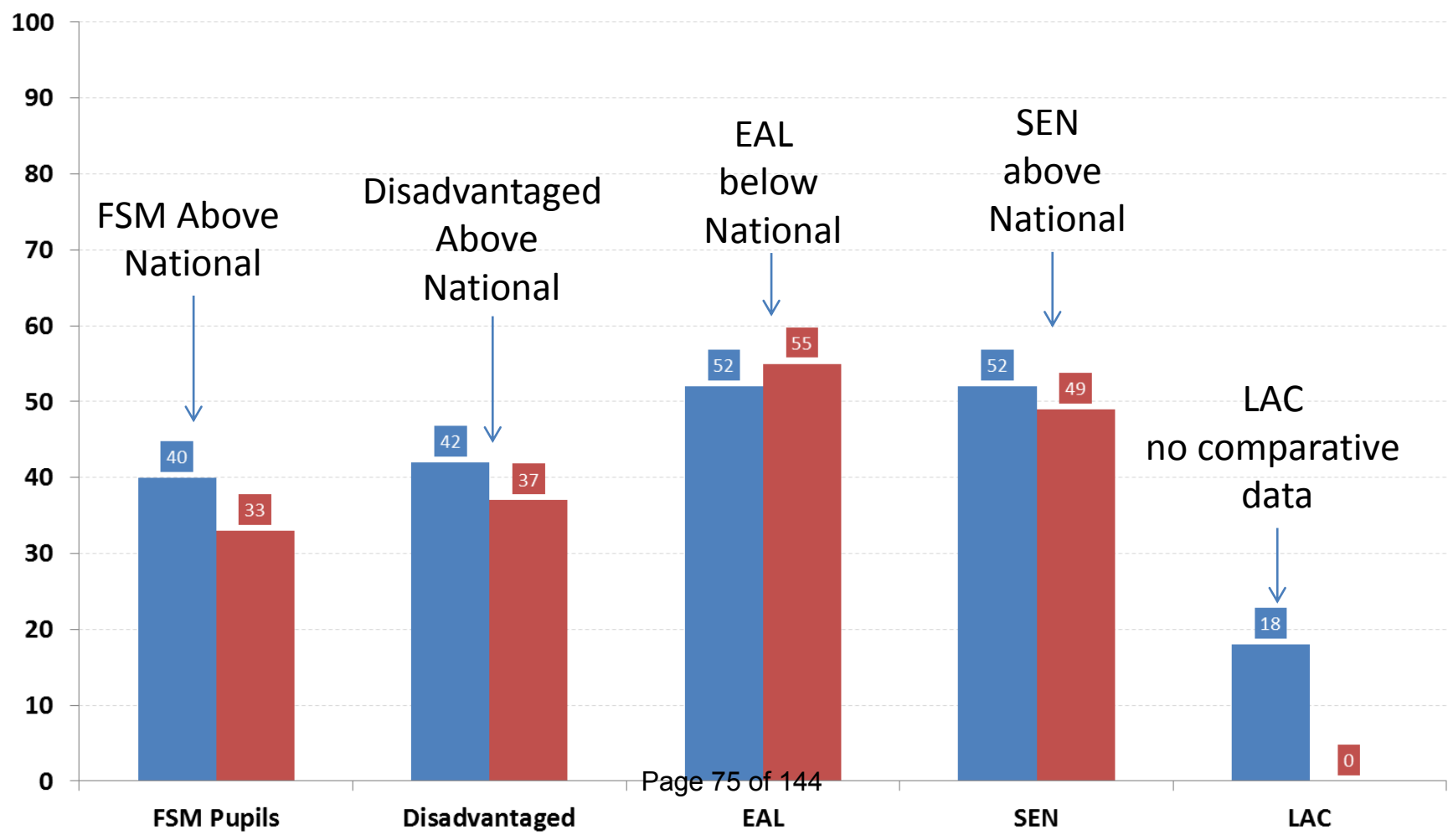


- There is a 7 percentage point gap between Girls and Boys (Decrease of 3 pp)
- There was a 20 percentage point gap between Free School Meals (FSM) (Decrease of 1pp)
- There was a 23 percentage point gap between the attainment of Disadvantaged pupils and All other pupils (no change)
- English as additional language pupils (EAL) performance compared to those with English as first language showing a 4 percentage point gap.

Pupil Characteristics

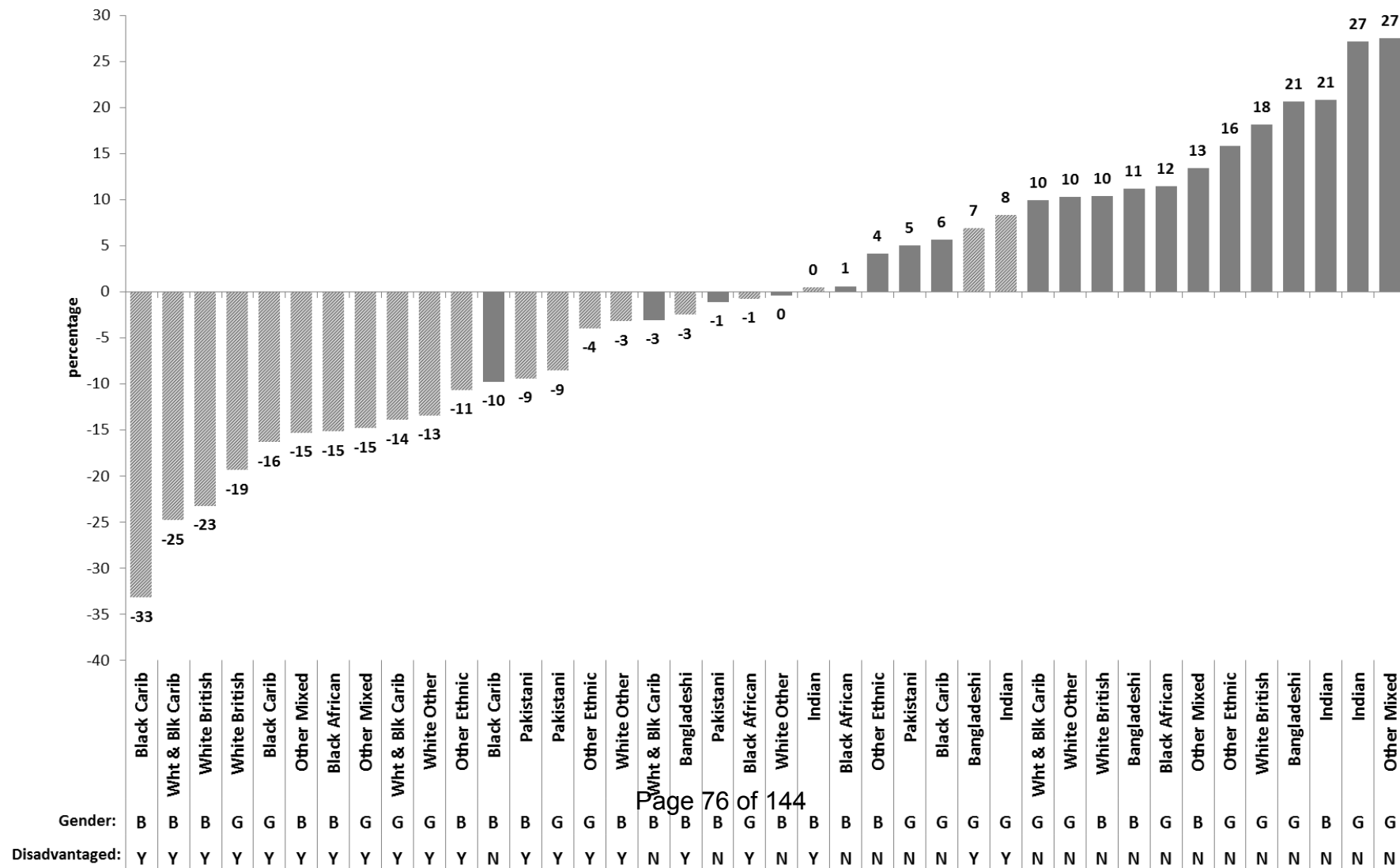
Pupil Characteristics - National vs Birmingham

Birmingham National



Pupil Performance by Ethnicity, Gender and Disadvantaged

Difference to LA average for KS4 5+ A*-C grades inc English & mathematics GCSEs by Ethnic Group, Gender and Disadvantaged for academic year ending 2015. LA Average = 54.3%



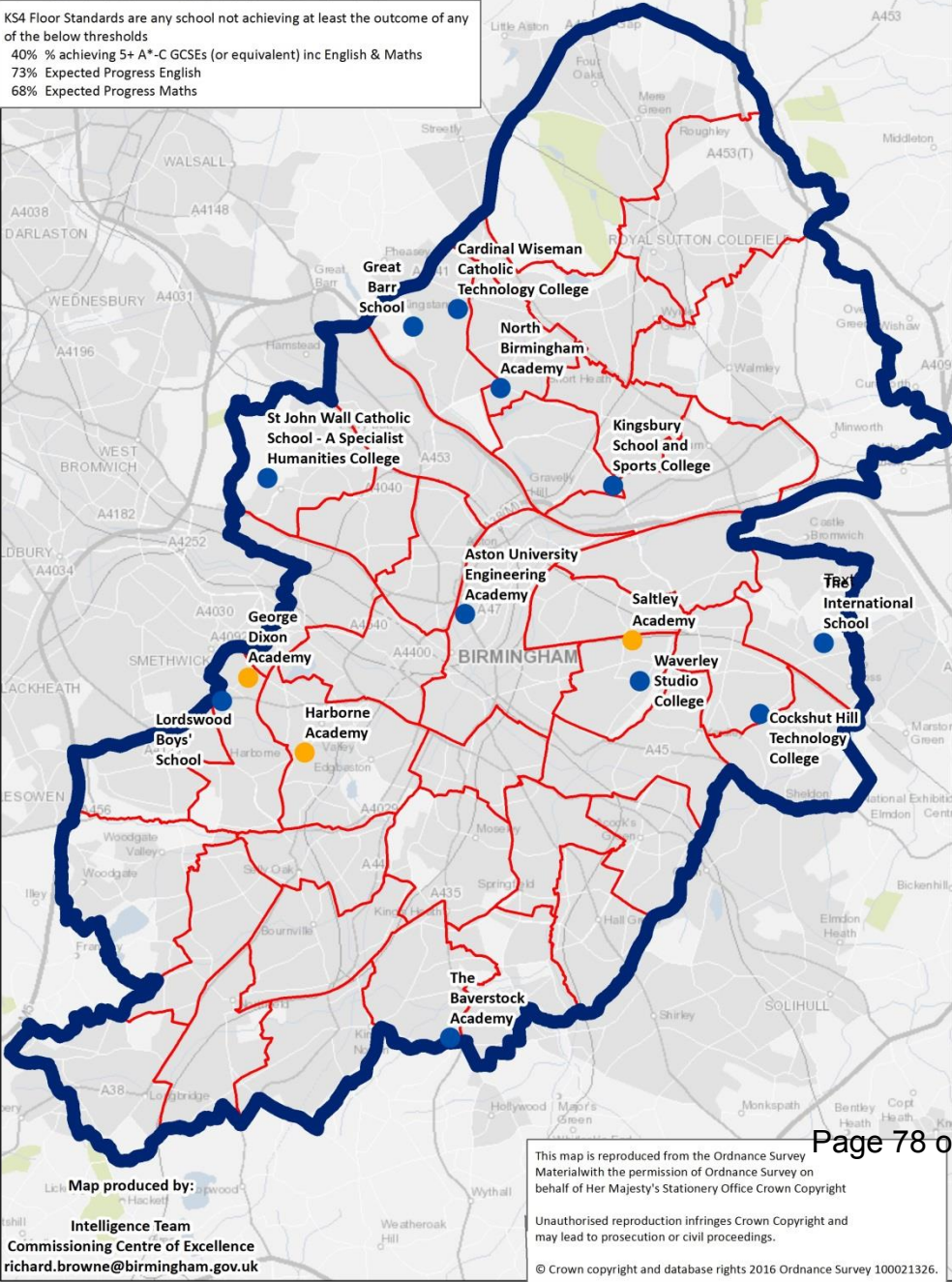


- Sutton Four Oaks
- Sutton Vesey
- Moseley and KH
- Sutton New Hall

- Kingstanding
- Shard End
- Ladywood
- Stechford

Birmingham Schools below the expected KS4 floor standard for 2015 (Final)

KS4 Floor Standards are any school not achieving at least the outcome of any of the below thresholds
40% % achieving 5+ A*-C GCSEs (or equivalent) inc English & Maths
73% Expected Progress English
68% Expected Progress Maths

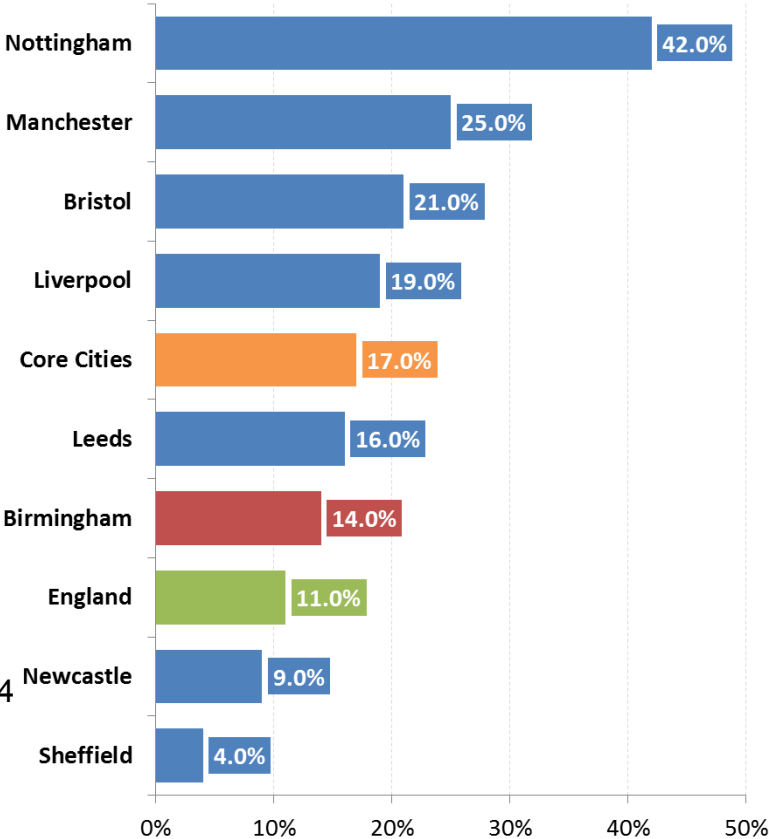


Schools Below Floor Standard

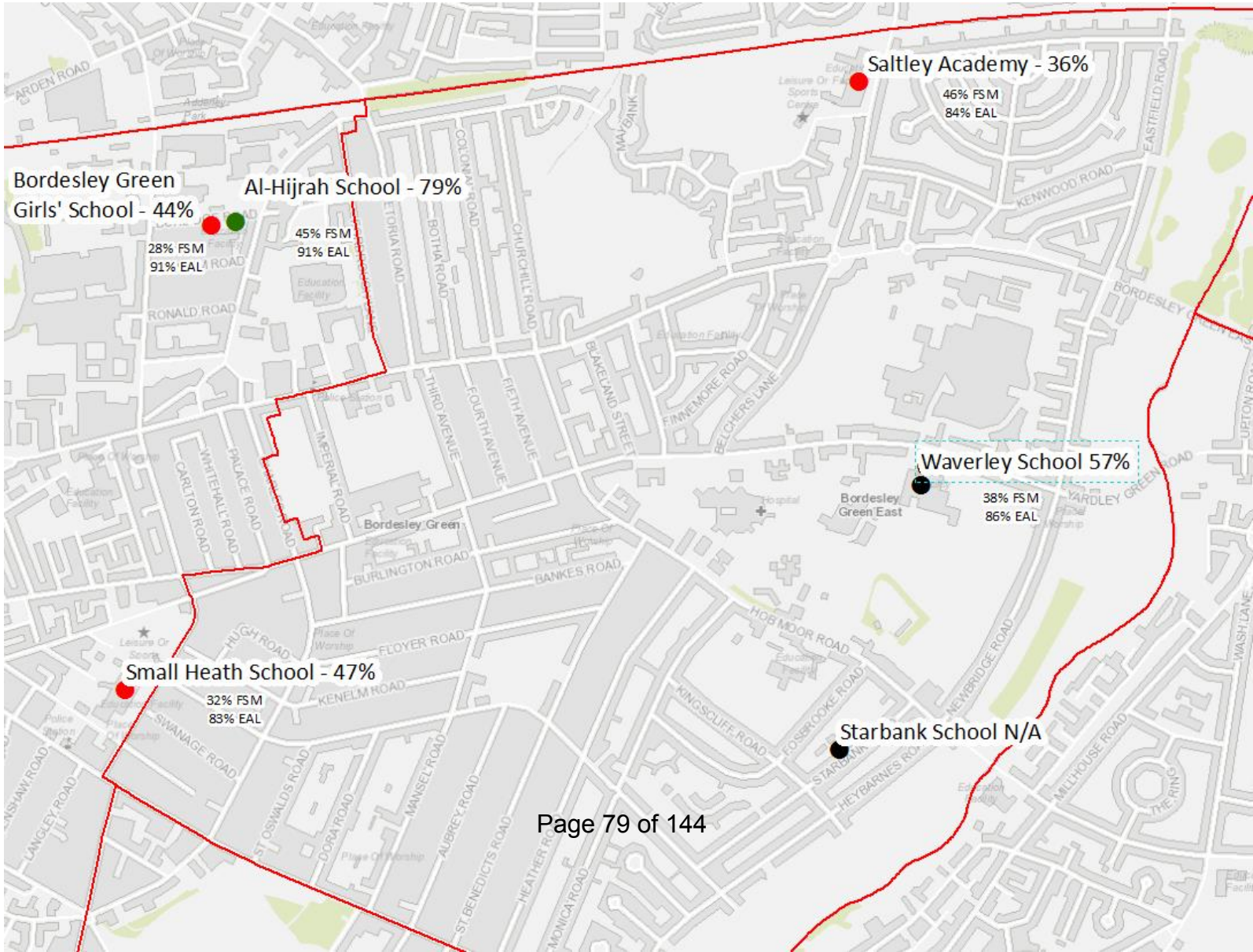
14 schools are currently below the floor standards

11 of which are eligible to be included in government statistics.

Although Birmingham has a smaller proportion of its schools below Floor Standard compared to Core City Average

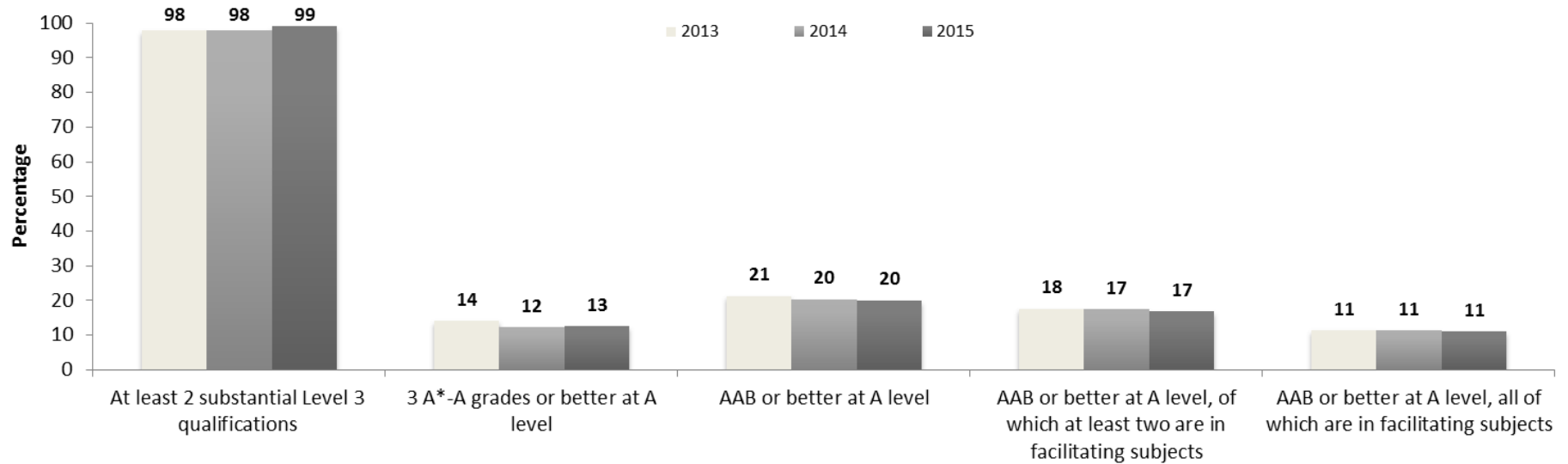


Differences in Attainment — proportion of pupils achieving 5 A* to C in English and Maths



Key Stage 5

Overall Key Stage 5 Performance

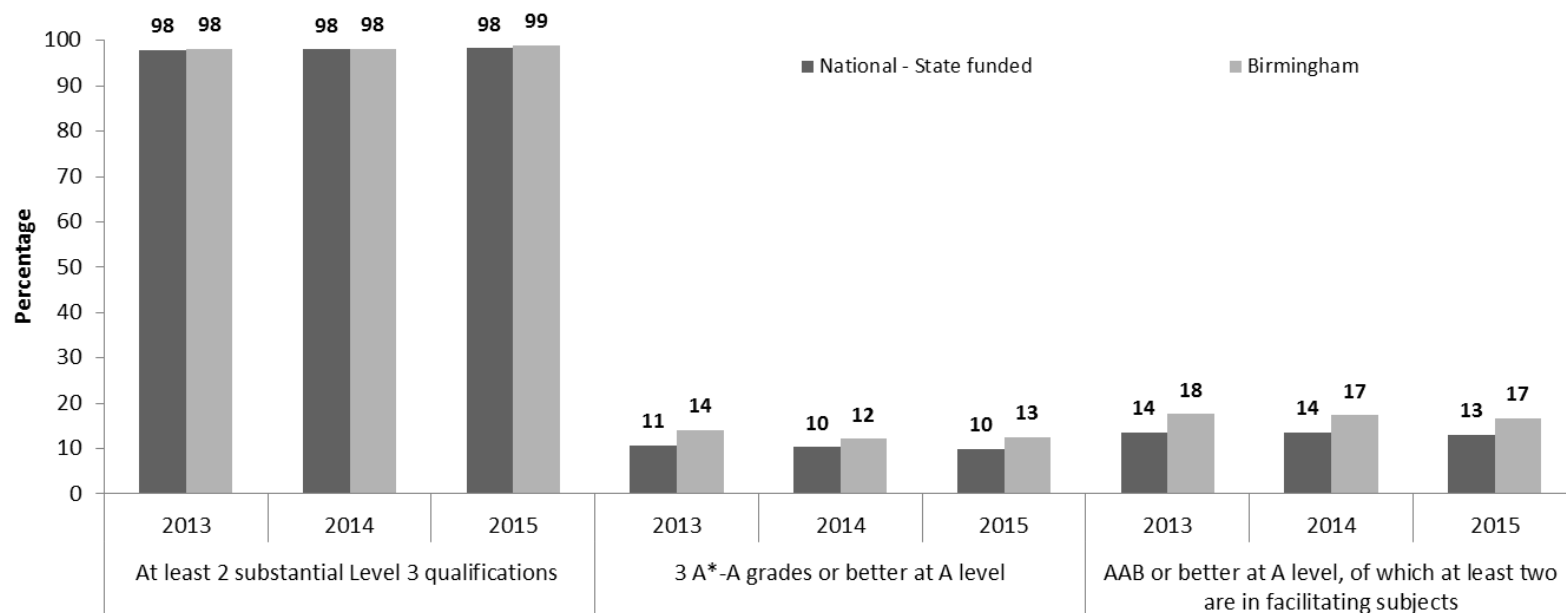


Birmingham's Key Stage 5 attainment has slightly improved or stayed the same, from 2014 to 2015.

1 percentage point improvement from 2014 to 2015 for:

- Percentage of students achieving at least 2 substantial Level 3 qualifications, and
- Percentage of students achieving 3 A*-A grades or better at A Level.

Key Stage 5 Compared to National



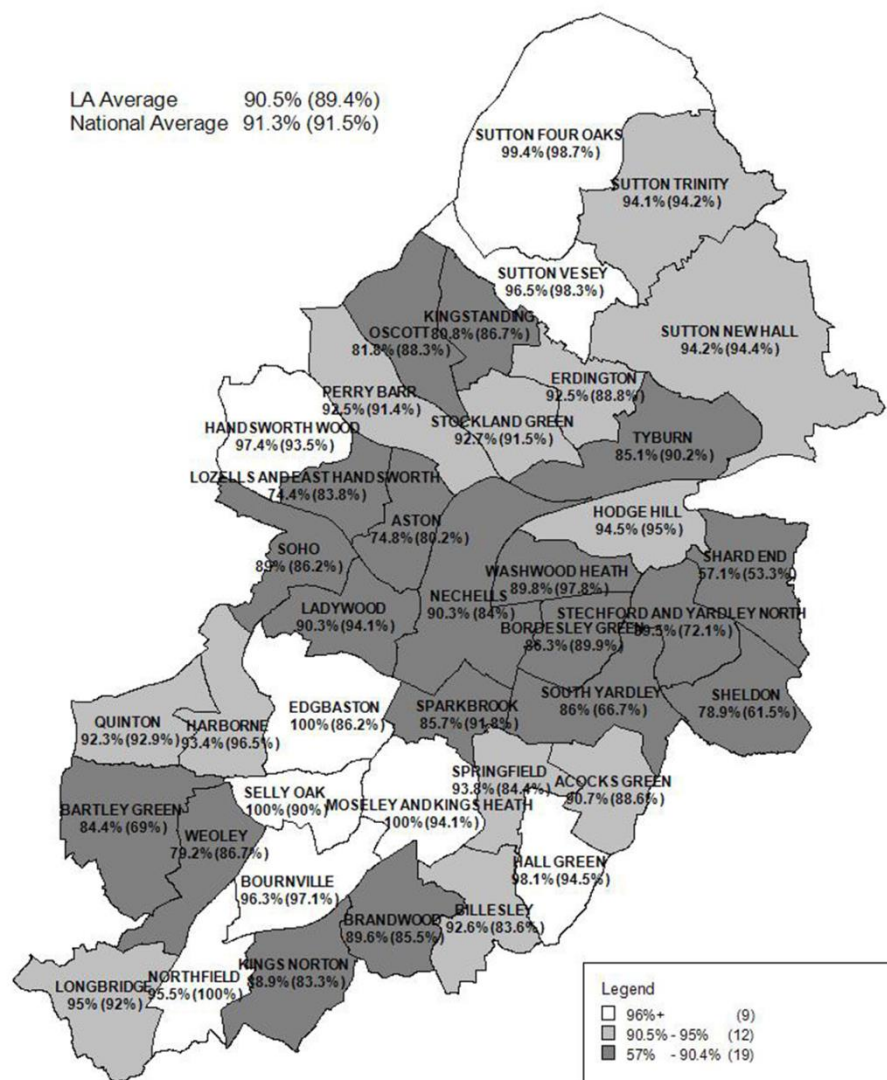
Birmingham's Key Stage 5 attainment outcomes compared to national – state funded shows Birmingham performing above the average,:

- At least 2 substantial Level 3 qualifications - above national by 1 percentage point.
- 3 A*-A grades or better at A Level above – above national by 3 percentage point
- AAB or better at A Level of which at least two are in facilitating subjects - above national by 4 percentage point.

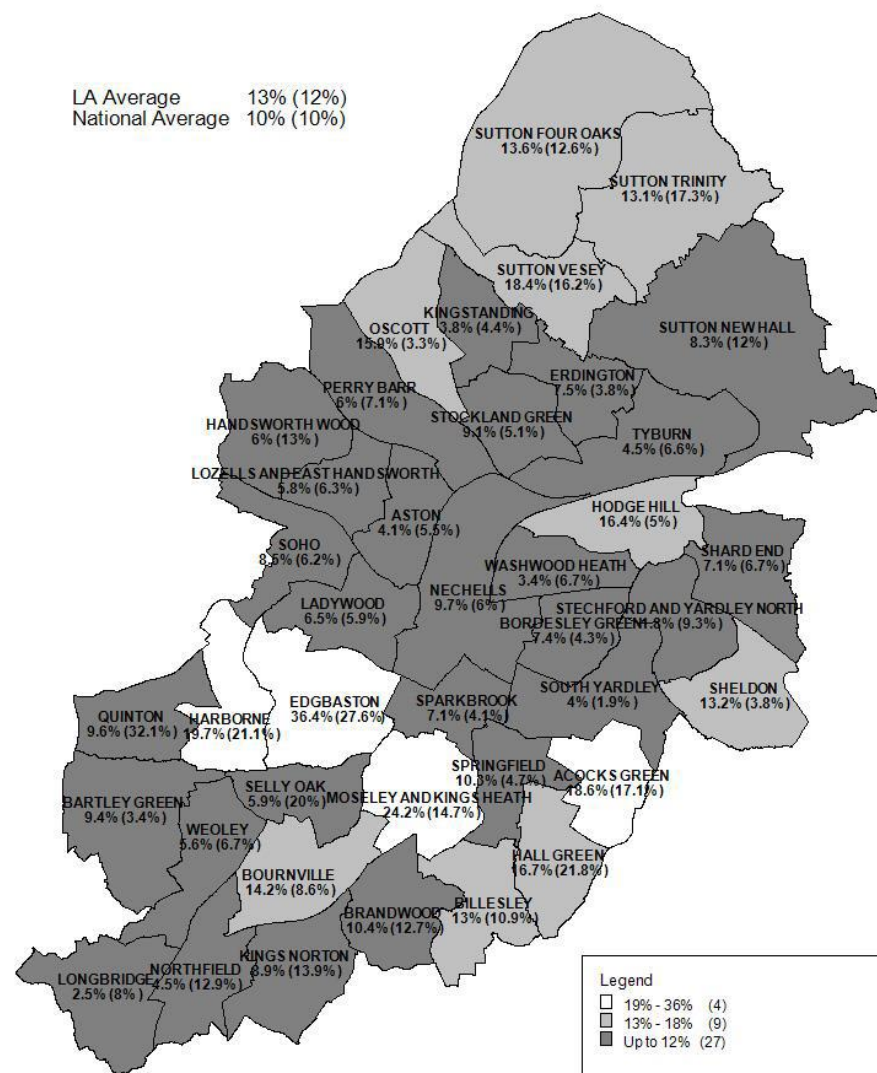
Page 82 of 144

- Note: National – state funded refer to local authority maintained sixth forms not including colleges.

Percentage of students achieving at least 2 A level qualifications
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets

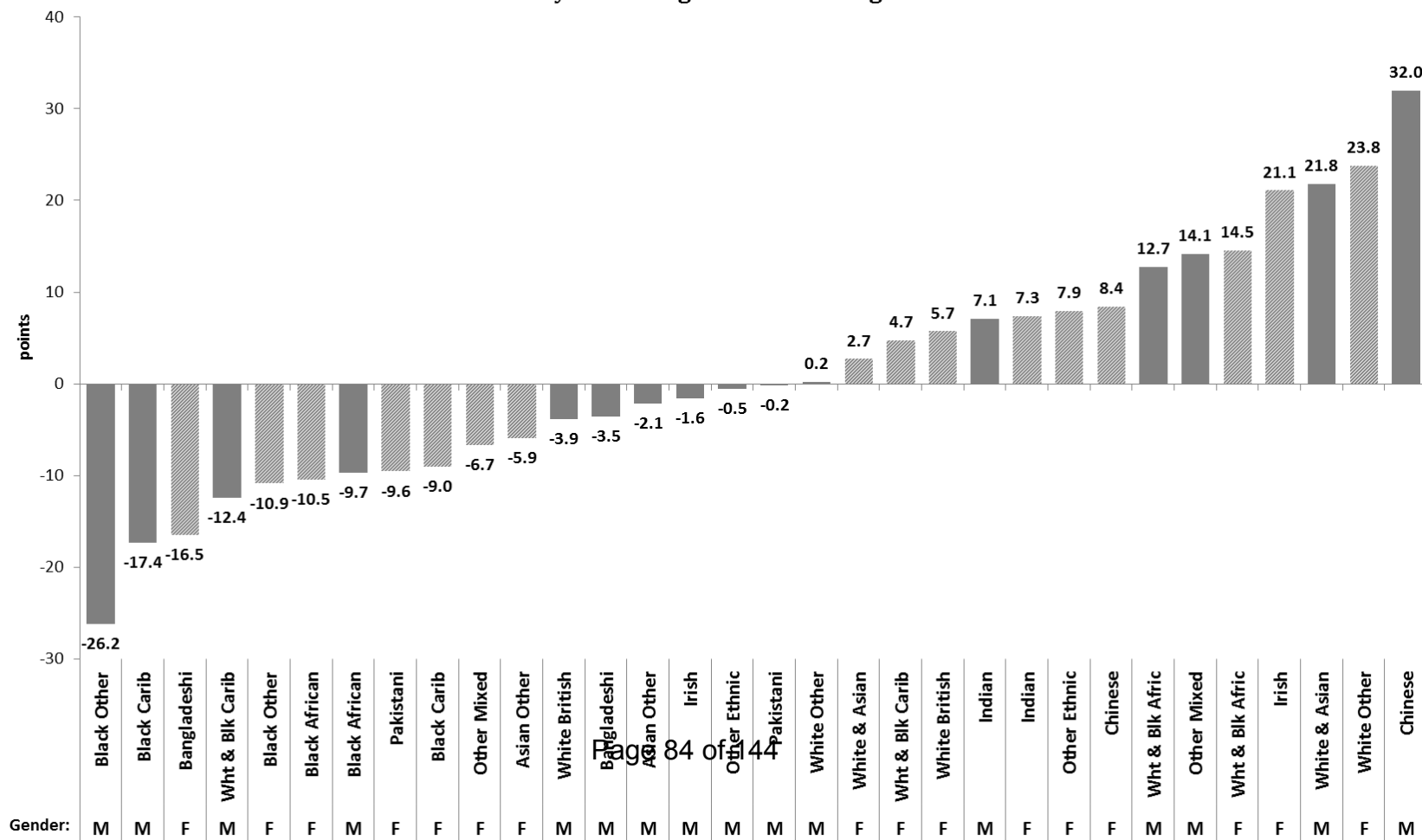


Percentage of students achieving 3 A*-A grades or better at A level
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets



Pupil Performance by Ethnicity, Gender and Disadvantaged

Difference to LA average for KS5 average point score per entry for A Levels by Ethnic Group and Gender for academic year ending 2015. LA Average = 215.3



REQUESTS FOR ASSESSMENT							
Month	New EHC Requests Received	Requests Declined	Requests Accepted	Appeals Lodged against refusal to assess	Appeals "won" by BCC	Appeals "lost" by BCC	Appeals withdrawn following further info submission
Sep-14	27	16	11	1	0	0	2
Oct-14	53	19	34	4	0	0	4
Nov-14	81	29	52	2	0	0	3
Dec-14	88	17	71	2	0	0	1
Jan-15	91	24	67	0	1	0	2
Feb-15	108	31	77	2	1	0	1
Mar-15	120	36	84	5	3	0	1
Apr-15	156	42	114	3	0	0	3
May-15	80	18	62	2	0	0	1
Jun-15	100	30	70	4	0	1	2
Jul-15	135	29	106	5	0	0	1
Aug-15	33	4	29	10	0	0	1
Sep-15	87	19	68	0	0	1	0
Oct-15	104	29	75	3	0	0	4
Nov-15	138	36	102	5	1	0	1
Dec-15	116	26	90	2	0	0	2
Jan-16	134	22	112	7	0	0	0
Feb-16	119	4	115	9	1	0	4
Mar-16							
Total	1770	431	1339	66	5	1	22

NEW ASSESSMENTS								
Month	Assessments due for completion	Assessments completed within 20 week	Assesments completed 20-25 weeks	Assessments completed 25-30 weeks	Assessment s completed 30+ weeks	TOTAL	Assessments completed no EHCP required	Statement of SEN/ EHCP Plan completed by type*
Sep-14	0	0	0	0	0		1	13
Oct-14	0	0	0	0	0		0	10
Nov-14	0	0	0	0	0		0	21
Dec-14	0	0	0	0	0		0	31
Jan-15	4	7	0	0	0	7	0	18
Feb-15	14	7	1	0	0	22	0	31
Mar-15	42	19	7	0	0	68	0	12
Apr-15	70	20	8	0	0	28	2	18
May-15	62	19	27	1	0	47	1	16
Jun-15	73	25	23	15	0	63	1	18
Jul-15	96	62	43	25	0	130	0	58
Aug-15	67	85	51	10	0	146	1	22
Sep-15	112	64	6	1	2	73	N/A	15
Oct-15	62	44	14	4	0	62	N/A	28
Nov-15	73	53	11	2	0	66	N/A	22
Dec-15	95	58	25	4	0	87	N/A	26
Jan-16	39	46	9	4	0	59	N/A	23
Feb-16	70	58	6	0	0	64	N/A	16
Mar-16	94						N/A	
Total	973	567	231	66	2	922	6	398

TRANSFERS FROM STATEMENTS TO EHC								
Month	Statement/EH C transfers due to begin	Transfers begun	Transfers due for completion	Transfers completed within 16 week	Transfers completed 16-26 weeks	Transfers completed 26-30 weeks	Transfers completed 30+ weeks	TOTAL
Sep-14	1746	15	0	0	0	0	0	0
Oct-14		105	0	0	0	0	0	0
Nov-14		430	0	1	0	0	0	1
Dec-14		145	0	16	0	0	0	16
Jan-15	633	294	2	28	2	0	0	30
Feb-15		245	36	44	5	0	0	49
Mar-15		213	210	27	17	0	0	44
Apr-15		240	385	11	35	1	0	47
May-15	464	180	159	3	43	9	2	57
Jun-15		281	231	11	31	14	26	82
Jul-15		23	387	3	6	8	25	42
Aug-15		6	139	13	11	10	37	71

Month	Statement/EH C transfers due to begin	Transfers begun	Transfers due for completion	Transfers completed within 20 week	Transfers completed 20-26 weeks	Transfers completed 26- 30 weeks	Transfers completed 30+ weeks	
Sep-15		53	213	5	4	10	26	45
Oct-15		183	245	7	10	5	57	79
Nov-15		341	152	5	8	8	47	68
Dec-15		93	15	3	8	10	51	72
Jan-16		93	12	30	6	2	217	255
Feb-16		3	98	38	5	0	164	207
Mar-16								0
Total	2843	2943	2284	245	191	77	652	1165
*EHC Plans completed which name only a type of school (e.g. special school) rather than naming a specific school								

COMPLIANTS			
	Number	Within 10 days	10+ Days
Sep-14	11	11	0
Oct-14	14	5	9
Nov-14	11	5	6
Dec-14	10	5	5
Jan-15	7	0	7
Feb-15	10	3	7
Mar-15	20	3	17
Apr-15	9	2	7
May-15	23	3	20
Jun-15	21	5	16
Jul-15	29	6	23
Aug-15	10	4	6
Sep-15	14	5	1
Oct-15	12	11	1
Nov-15	22	14	8
Dec-15	12	10	2
Jan-16	3	3	0
Feb-16	15	4	9
Mar-16			

Report to the Education and Vulnerable Children O&S Committee

March 2016

Update Report on Special Educational Needs (SEN)

Purpose of Report

The Education and Vulnerable Children O&S Committee have requested an update on SEN and Education Health and Care Plans (EHCPs) following a previous report in October 2015.

Alongside that update, this report provides information about the implementation of the national SEN Reforms and the local strategic approach to SEN including improvements in performance and future priorities.

Additional information is also provided about the proposed Local Area Ofsted Inspections for SEND due to begin in May 2016.

Recommendation

That the Committee note the information in the report.

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Strategic Approach to SEND in Birmingham

(Future Council, Education Vision, Special Education Development Plan)

The national SEN Reforms continue to provide the Statutory framework for children and young people with SEND. This is the biggest transformation in the SEND world for 30 years, and we are now 18 months into a three and a half year implementation process.

In Birmingham we continue to be guided by the Special Education Development Plan (SEN Strategy) agreed by Cabinet in February 2015 setting out 3-5 year plan for sustainable and sufficient school and college places supporting SEN. This includes three key strands:

- Developing a commissioning model for sustainable special education provision, co-designing and procuring services to deliver a local special education offer across a range of settings within available resources, and that aligns funding for special education provision in partnership with our schools and partners in Health and Social Care
- Safeguarding all our children by ensuring there are sufficient appropriate places across the range of education settings for every child and young person with SEND, developing the infrastructure and making best use of capital investment to align infrastructure to growing demand
- Improving life chances of young people with SEN, reducing youth unemployment and promoting independence through supporting participation of children and young people with SEND through school and beyond, ensuring smooth transition at key points along the pathway

A new approach to SEND is set out within the theme of Maximising Independence within the Future Council. See Appendix 1 for Budget Consultation Response to the proposals to design and implement a new approach to SEND and move away from a high dependency model. This will support the implementation of sustainable special education provision and align funding. Birmingham has a higher proportion of children with SEND than national or statistical neighbours. Nationally 2.8% of the population have a statement of SEN/EHCP compared to 3.9% in Birmingham. This is increasing while needs will have to be met from fewer resources.

We want to create a space to work together, to co-produce a future which offers an opportunity for young people and adults to reach their potential and to actively participate in community life throughout their lives. At the same time we must also provide a sustainable platform for service delivery

The % of children and young people in Birmingham subject to an Education Health and Care Plan is well above the national average. The Council does not currently have some of the more flexible support and access to services seen in councils with lower rates of plans.

This is likely to require radical change over a number of years and will require commitment across elected members, young people, parents/ carers, the school community and the workforce. Work has begun with a shared vision and principles for 0-25 year olds with SEND developed across Education Health and Care in Dec 2015. Views have been collected from parents and carers about what works and improvements and a Challenging Dependency Conference took place with the workforce exploring possibilities in Jan 2016. Some key

elements of change are already underway. The next step is a workshop with Strategic Leaders to gain commitment, agree shared outcomes and high level 0-25 years SEND Offer.

Our vision for 0-25 year olds with SEND is

“Every child and young person with additional and special educational needs or disability will have a great life in their local community, with the same life opportunities as those available for the wider population. We want them to fulfil their potential and to move successfully into adulthood”

This means that the outcomes we want for children and young people with SEND are the same as we want for all children and include the best start in life, a good or better education with an impact on progress, attainment and NEET.

SEN Update

1. Local Offer

The Local Offer has been live on the mycareinbirmingham website since Sept 2014, and we are working on improving this all the time. Nationally Birmingham has been recognised for its work on co-production of the Local Offer website. There is a requirement that Local Authorities must involve parent carers, children and young people in developing the Local Offer – and clearly demonstrate how this has been done. The dedicated co-production page includes links to our ‘you said, we did’ document, a co-produced local offer leaflet and videos showing how parents and young people have been involved. We also include a graphic called ‘coproduction by numbers’ which shows the statistics of the number of changes made to the Local Offer following the first co-production meetings for example.

The annual review of the Local Offer was completed last summer and showed positive evaluations with the main feedback being that more people need to know about it.

2. Education Health and Care (EHC) Plans, Processes and Panel

Following the SEN reforms the timescale for completing a statutory assessment reduced from 26 to 20 weeks. Table 1 (Page 4) shows the monthly performance data of statutory assessments (excluding exceptions) completed within 20 weeks from April 2015.

Key message:

- Performance has been improving since July 2015, and since December 2015 over 90% of new EHCPs have been completed within timescales.

In order to achieve the 20 week deadline some EHC plans are finalised by type of provision required (i.e. a special school that can cater for Autistic Spectrum Condition, for example) rather than naming a school place. On average 30% of EHC plans are finalised by type per month. Work will continue to find a placement for all children/young person as quickly as possible. Strategic work is ongoing regarding the sufficiency of high need placements for

children with complex SEN in order to reduce the amount of EHC plans that are finalised by type each month.

Table 1 - Performance data for EHC plans completed within 20 weeks (excluding exceptions) by month since April 2015.

	Number of EHC plans finalised (excluding exceptions)	>20weeks	<20 weeks	%<20 weeks
April	28	8	20	71%
May	47	28	19	40%
June	62	38	24	39%
July	130	68	62	48%
Aug	146	61	85	58%
Sept	73	9	64	88%
Oct	61	17	44	72%
Nov	62	9	53	85%
Dec	62	3	59	95%
Jan	49	3	46	94%
Feb	63	6	57	90%
March				
Total	783	250	533	67%

A multi-agency panel continues to meet weekly with the specific remit to consider requests for EHC needs assessment and ensure these are timely, reflect the voice of the child or young person and contain clear evidence of how they meet the threshold for statutory assessment. In order to meet statutory deadlines requests are pre-screened by officers outside of panel and using a decision making tool and where there is sufficient evidence a request will be approved or rejected. The most complex Education, Health and Care assessment requests are therefore considered by the multi-agency panel.

We continue to be committed to supporting schools and agencies to develop consistency and quality in making requests and to embed the ethos of ensuring a request for statutory assessment genuinely follows planned, coordinated and holistic support and intervention for each child or young person, according to their individual circumstances. SENAR provide feedback to referrers if a request is not accepted, and make suggestions where appropriate regarding the involvement of other agencies if there appears to be gaps in the child or young person's support.

Work has taken place to gather balanced parental feedback on their experience of the EHC process. During the Autumn term, when sending out the final EHCP, parents were invited to participate in the POET on-line survey. The POET survey has been an independent process

conducted by In Control which Birmingham LA has been part of and which has sought the views of parents as well as practitioners and children and young people on the EHC process. The outcome of the survey will be available before Easter. From December 2015, we have created a specific Birmingham survey which can be accessed via Survey Monkey and parents have been invited to complete this via the EHCP letter; the intention is to analyse the returns from this every six months.

The process of gathering feedback is being further developed by the EHC Audit and Oversight Group who have developed an audit tool to gather qualitative and quantitative feedback on the EHC process with the intention of incorporating the feedback into improvements in performance.

3. EHC Transfer Assessments

The challenges around the completion of transfers remain and are not unique to Birmingham and are being experienced by many other Local Authorities. However, the guiding principle for the Local Authority continues to be, balancing capacity and maintaining the integrity of the child centred approach.

Key messages:

- New EHC Transfer Team in place, with increased volume of transfers completed (250 in Jan 2016)
- Essential Transfers required for Year 1 of SEN reforms are 97% complete – 3% have active queries which are being resolved.
- Recovery Plan in place with forecast to be back on track by summer 2016.

There is a new EHC Transfer Team to increase the capacity within the SENAR team (16 FTE). This dedicated team has been created to support the plan for 2015/16, both to deal with the backlog from Year one of the Transition Plan and to complete activities in year two.

How are we doing?

97% of the year 1 essential transfers have now been completed which equates to 924 plans (270 were previously reported as completed in October scrutiny meeting). There are 32 plans with active queries which are being resolved. In addition 241 EHC plans have been finalised which include essential year 2 requirements and completion of the year 1 non-essential backlog. The total number of EHC plans finalised at the end of February was 1165.

Currently we have short term (i.e. half termly) focused delivery plans in place that are monitored internally on a weekly basis. There are 17 identified tasks for completion during this academic year which focus on the transfer requirements of year 2 as set out by the DfE and those outstanding from year 1 (non-essential) backlog. In Year two of the Transition Plan, schools continue to carry out Transfer Assessments for which they receive funding (where their cohort of children with statements is 2.3% above their total school population). Reviews are received by SENAR and processed accordingly to priority tasks. There is a

challenge balancing competing priorities including the 20 week deadline (per plan), phase transition deadlines (where children and young people move to a different school or establishment) and working through the backlog from year 1.

Table 2 (page 6) provides a detailed breakdown of the amount of plans finalised each month since April 2015 and completion rates within the 16/20 week deadline. The increase to the statutory timescale for transferring statements to EHC Plans from 16 to 20 week came into effect on the 1 September 2015.

Table 2 - Performance data for EHC transfers completed within 16/20 weeks by month since April 2015.

	Number of EHC transfers	>16weeks	<16 weeks	%<16weeks
April	47	36	11	23%
May	57	54	3	5%
June	82	71	11	13%
July	42	39	3	7%
Aug	71	58	13	18%
		>20 weeks	<20 weeks	% < 20 weeks
Sep	45	40	5	11%
Oct	79	72	7	9%
Nov	68	63	5	7%
Dec	72	69	3	4%
Jan	255	225	30	12%
Feb	207	169	38	18%
Mar				
Total	1025*	896	129	12.6%

*140 plans were finalised pre April 2015

(Please note there have been significant improvements in data quality following transfer of monitoring from localised trackers to the centralised database and the development of new reports.)

Clearly the transfer of statements to EHC plans remains challenging although it is clear that the volume of plans finalised per month is significantly increasing. It is acknowledged that the 20 week deadline remains significantly below expectations. Currently the completion date for transferring all statements of SEN to an EHC plan remains at the 31st March 2018. The DfE continue to evaluate the success of the transfer programme through the termly implementation survey that all Local Authorities respond to. We also understand that the recent statutory data collection that is made by all LA's regarding children with statements of SEN/EHC plans (known as SEN2) will be used to consider the appropriateness of the current national timeframe for transfers.

We are on track to transfer those young people with a Learning Difficulty Assessment (LDA) to and EHC plan, whom have consented to the process, by the deadline of the 31st August

2016 in line with national expectations (n=243, although this might not be the final figure. Where consent is not ascertained from the young person involved a transfer will not be completed).

5. Tribunals

Current Issues

There are concerns that the Local Authority has been barred from the Special Educational Needs and Disability Tribunal (SENDIST) as a result of failure to provide a response within given timeframes. Since April 2015 to the present day this has happened on 15 occasions compared to 0 incidents between April 2014 – March 2015. This has come about as a result of extensive change in personnel, changes to the tribunal processes and administration issues. Immediate action has been taken in the form of coordinated monitoring and oversight of all tribunal work and protected time for tribunal leads to focus on SENDIST activity. Additional support is also being provided to the tribunal leads in the form of professional development in order to increase knowledge and skill for those who have been new to SEN and tribunal activities, some of whom have only been in place for a matter of months. The SENAR service will evaluate the impact of these changes. In the longer term designated roles may be considered, along with capacity, to ensure that the Local Authority is fully compliant.

6. SENAR key performance indicators

Please find updated information in appendix 2 that was requested at the previous scrutiny meeting (October 2015).

7. SEN Grant

The DfE have recently confirmed an additional grant allocation of £897K for 16/17 to support Local Authorities with the additional burdens following the implementation of the Children and Family Act 2014. This makes the total allocation of funding provided to Birmingham stand at £4,455,235. The spend for 14/15 was £510K. The forecast spend for 15/16 is £1.2m. The total spend therefore at 31st March 2016 will be £1.71m. The remaining £2.7m will be used to extend the EHC transfer team until the 31st March 2018, build additional capacity within the SEN team including professional support and outside assessment. A proportion will be utilised to support the necessary developments in IT that are essential to develop improvements within the SENAR team. Importantly a proportion will also be utilised for workforce development and communication events with parents, children and young people.

8. Joint Commissioning

The SEN Reforms for 0-25 year olds require that:

“Joint commissioning arrangements must cover the services for 0-25 year old children and young people with SEN or disabilities, both with and without EHC plans. Services will include specialist support and therapies, such as clinical treatments and delivery of medications,

speech and language therapy, assistive technology, personal care (or access to it), Child and Adolescent Mental Health Services (CAMHS) support, occupational therapy, habilitation training, physiotherapy, a range of nursing support, specialist equipment, wheelchairs and continence supplies and also emergency provision. They could include highly specialist services needed by only a small number of children, for instance children with severe learning disabilities or who require services which are commissioned centrally by NHS England (for example some augmentative and alternative communication systems, or health provision for children and young people in the secure estate or secure colleges)."

There is a desire to move towards commissioning a transformed model with schools as a partner in the commissioning of an integrated offer with NHS and BCC Education. Two special school HTs now attend the Co-commissioning Group, a joint commissioning cycle has been agreed with a stronger focus on listening to people and their families and better sharing of information for planning ahead. As referenced in the first section of this report, this is a big challenge and will take time. We are working towards stronger shared vision, outcomes and commissioning priorities with clearer messages to the market about the changes that are wanted.

Some examples of developments across the strategic partnership include fairer allocation of Speech and Language Therapy developed with a Working Group including Special School HTs, as well as Health Commissioners, SLT providers and the LA. CCGs increased funding for SLT in past years re clinic capacity, looking at potential for additional investment in special school SLT team. The new approach is based on referred need with medical issues taking priority, communication packages will still be delivered in accordance with service thresholds.

The CCGs in collaboration with the LA increased the funding for Feeding Support in 2015/16. The CCGs are currently looking at growth pressures funding in year. SLT, OT and Physio has all been discussed as part of this work as has feeding support.

9. Co-production, Communication and Engagement

Parental engagement and co-production activities are continuing, including regular engagement meetings with Birmingham Parent Carer Forum, the Local Authority and Health.

There was a family conference on 5th November which focused on the interventions that make a difference. This conference took place during school time to allow parents and carers to fully participate and engage in discussion without having to focus on the needs of their child. The timing of the conference was changed following feedback from the family conference which took place in May which was held on the weekend. The conference was attended by over 40 families from various parts of the city with attendees appreciating information that made them feel at ease with their child's education health and care plan and being provided with an opportunity to share what makes a difference to their lives.

Focus groups for parents have continued to take place which are organised in partnership with the Local Authority and Birmingham Parent Carer Forum, the last focus group took place in February focusing on Early Support.

Some examples of feedback from parents and carers about what works for them:

- targeted Information so they are not bombarded and know where to start
- need to know criteria/thresholds for assessments or services – and if not met then helpful to understand the reasons behind decisions
- professionals consistent over time and with knowledge and empathy, and well informed handover where this is necessary
- networks and parent support groups

The Local Authority and Birmingham Parent Carer Forum have taken a collaborative approach to encourage participation by parents, practitioners and children and young people in the National Education Health and Care Plans (EHCP) survey (also known as Children's and Young People's POET) through a joint information briefing. The survey ended in December. The results of the survey will be used to monitor how we can make improvements locally and be used in a national report that will be published in Spring 2016 to help improve the way things are done for others across England.

10. CQC and Ofsted Local Area SEND inspection

Consultation on the CQC and Ofsted Local Area SEND inspection ended on 4th January 2016. It is proposed that Ofsted will inspect all local areas over a five-year period with the first inspections commencing in May 2016. Judgements are to be made about the performance of the local area since the implementation of the reforms in September 2014 and there will be a narrative evaluation report following the inspection. There will not be an overall effectiveness grade.

When selecting local areas for inspection in a given year, Ofsted will ensure that there is a spread across the country and will, wherever possible, take account of the timing of any other Ofsted or CQC inspection activity. There will be a risk assessment element to the selection where Ofsted or CQC have significant concerns about an area's ability to fulfil its responsibilities, for example weaknesses found in the area's education inspections.

The inspection teams will usually consist of one of Her Majesty's Inspectors (HMI) from Ofsted, a Children's Services Inspector from CQC, and a trained inspector from a local authority (not from the local area being inspected). The local authority inspector will have specialist knowledge of disability and special educational needs and have a health, social care or education background.

The proposed focus of the inspection will be

- How effectively does the local area identify children and young people who are disabled and/or have special educational needs?
- How effectively does the local area meet the needs and improve the outcomes of children and young people who are disabled and/or have special educational needs?

The inspection team will

- meet key managers and leaders from the area's education, health and social care services
- visit a number of early years settings, schools and further education providers.
- visit health settings, where inspectors will discuss with managers and practitioners how the local area fulfils its responsibilities and how they contribute to this. They will review health files and information about how health practitioners contribute to assessments and education, health and care plans.
- meet children and young people, and parents and carers to get their views of how effectively the area fulfils its responsibilities.

The Local Authority with partners is preparing for the inspection, including completing a self-assessment as part of the Business Planning cycle, communications, managing the inspection and gathering the evidence from children, young people and carers.

11. Priorities for 2016/17

In response to SEND Reviews and Self-Assessment and Review of Phase 3 of the SEN Programme, the following areas for development have been identified for 2016/17:

1. Strategic Leadership of the development of the 0-25 year old SEND Offer
Commitment to vision, approach and shared outcomes, within the theme of Maximising Independence and Sustainable Inclusion
2. Embedding SEN Reforms
3. Sustaining Inclusion in Education
4. Improving Outcomes for children and young people with SEN

APPENDIX 1

2016/17 Proposed Budget Consultation Response

Proposal 3 - MIA 2: Design and implement a new approach to Special Educational Needs and Disabilities (SEND) and move away from a high dependency model

Overview

A Directorate consultation ran from 4th January 2016 to 5th February 2016. This Directorate process was intended to support the corporate process by adding more detail and by giving additional opportunities for citizens and stakeholders to seek clarification about the Directorate's proposals. We spoke to over 600 people and held three public meetings, as well as meetings for providers. In total 50 responses to the consultation questionnaire were received.

The quantitative analysis below will be drawn from the 50 questionnaire responses to the Directorate consultation. 18 of the respondents identified themselves as parent/carers, 13 as providers and 6 as citizens who use services.

Proposal 3 - MIA 2: Design and implement a new approach to Special Educational Needs and Disabilities (SEND) and move away from a high dependency model

44% of respondents to question 7 did agree with the proposal to work with parents and partners to develop a joint approach which has a shared understanding of the complex factors impacting on these services.

In considering whether to implement these proposals, Cabinet should be aware that:

- "Re-instating employment opportunities for people who make not be able to work without support, children need something to work towards."
- "Give them the support and help they need to access other services. It is very difficult to find help in this area, especially their social wellbeing, there is very little out there for them to access."
- "The proposed scheme is complicated and bureaucratic. There will always be individuals who cannot cope within the mainstream and who require special institutional arrangements of one kind or another. And these should be maintained post-16."
- "Sadly it needs to be acknowledged that some children will not become more independent even if this is a council desirable outcome. By very definition those with SEN have needs that need meeting. The community often cannot provide suitable alternatives for those with SEN and their families. The model you would like to move to in future would require piloting with all types of needs in order to check it is truly reliable rather than leaving families with unmet needs."
- "I feel that there is a definite need for joined up working with families where there are special educational needs. At the moment there is a lot of very confusing information for families and a lack of appropriate schools in the north of the City and a general shortage of school places in special schools which needs to be addressed sooner rather than later as this places a lot of strain on budgets and also on families where children have to travel long distances to and from school."
- Continuing with clubs such as Resources for Autism would help children with Asperger's to live more independent lives by help with socialising with people and

relationships to other people. The 100 hours scheme does not work in this respect as it limits those children with access to it messy and unregular sessions.

Other comments received included:

- “Work with families who have knowledge of their children's needs NOT against them. Always saying no in the first instance and then re-assessing the answer is a waste of money, time and resources and also makes the families more stressed.”
- “Decommissioning services such as Homestart may save money in the short term however, due to the lack of preventative work and ongoing low cost support they can offer to families it will cost more in the long term. Prevention and ongoing support is crucial to any services for families. “
- “It appears that a budget that is allocated to a child with special educational needs in a mainstream school is blanketed across the whole of that particular school. It seems that the budget may not be specifically and solely used for the purposes of the child with special educational needs for the help and support they need.

“A personal budget to parents is not helpful unless parents have access to appropriate information and services to enable them to make the best decisions relating to appropriate help and education for their child.

“As a parent with specific learning difficulties I am concerned about the cuts and savings. My child has to attend an independent school who specialises in teaching children with his learning difficulties. A personal budget for his education would not be helpful, as most of the other schools in Birmingham could not provide for his learning difficulties and there were no other services available to assist.”

- “I think promoting the use of Direct Payments gives families more choice and promotes independence. In the long term, Direct Payments could save the council money as families will source better services that are cheaper and relevant to their own situation.”
- “The way Statements are reached for SEN children is confusing and inconsistent;”
- “How can you safeguard my child's life skills for when he is an adult?”
- “We need a solution that allows both parents to work.”
- “You need the correct support structure in place for families with SEN kids;”
- “There needs to be better school governor awareness for SEN;” and
- “We have vulnerable children - special school groomed to go into independent living, whereas our children are more institutionalised and they do not interact with cognitive, able people. Is there a way of lessening the impact on these people?”

81% of the respondents to the Corporate Budget on-line questionnaire agreed with this proposal.

CAG – 22/02/16

APPENDIX 2

EHC Key Performance Indicators

Table 1: REQUESTS FOR ASSESSMENT							
Month	New EHC Requests Received	Requests Declined	Requests Accepted	Appeals Lodged against refusal to assess	Appeals "won" by BCC	Appeals "lost" by BCC	Appeals withdrawn following further info submission
Sep-14	27	16	11	1	0	0	2
Oct-14	53	19	34	4	0	0	4
Nov-14	81	29	52	2	0	0	3
Dec-14	88	17	71	2	0	0	1
Jan-15	91	24	67	0	1	0	2
Feb-15	108	31	77	2	1	0	1
Mar-15	120	36	84	5	3	0	1
Apr-15	156	42	114	3	0	0	3
May-15	80	18	62	2	0	0	1
Jun-15	100	30	70	4	0	1	2
Jul-15	135	29	106	5	0	0	1
Aug-15	33	4	29	10	0	0	1
Sep-15	87	19	68	0	0	1	0
Oct-15	104	29	75	3	0	0	4
Nov-15	138	36	102	5	1	0	1
Dec-15	116	26	90	2	0	0	2
Jan-16	134	22	112	7	0	0	0
Feb-16	119	4	115	9	1	0	4
Mar-16							
Total	1770	431	1339	66	7	2	33

Table 2: NEW ASSESSMENTS FINALISED (all cases including exceptions)								
Month	Assessments due for completion	Assessments completed within 20 week	Assesments completed 20-25 weeks	Assessments completed 25-30 weeks	Assessments completed 30+ weeks	TOTAL	Assessments completed no EHCP required	Statement of SEN/ EHCP Plan completed by type*
Sep-14	0	0	0	0	0		1	13
Oct-14	0	0	0	0	0		0	10
Nov-14	0	0	0	0	0		0	21
Dec-14	0	0	0	0	0		0	31
Jan-15	4	7	0	0	0	7	0	18
Feb-15	14	7	1	0	0	8	0	31
Mar-15	42	19	7	0	0	26	0	12
Apr-15	70	20	7	2	1	30	2	18
May-15	62	19	22	9	5	55	1	16
Jun-15	73	26	18	13	9	66	1	18
Jul-15	96	61	36	25	19	141	0	58
Aug-15	67	85	31	21	15	152	1	22
Sep-15	112	66	6	1	2	75	N/A	15
Oct-15	62	45	14	4	0	63	N/A	28
Nov-15	73	54	11	2	0	67	N/A	22
Dec-15	95	58	25	4	0	87	N/A	26
Jan-16	39	46	9	4	0	59	N/A	23
Feb-16	70	58	6	0	0	64	N/A	16
Mar-16								
Total	879	571	193	85	51	900	6	398

Table 3: TRANSFERS FROM STATEMENTS TO EHC								
Month	Statement/EHC transfers due to begin	Transfers begun	Transfers due for completion	Transfers completed within 16 week	Transfers completed 16-26 weeks	Transfers completed 26-30 weeks	Transfers completed 30+ weeks	TOTAL
Sep-14	1746	15	0	0	0	0	0	0
Oct-14		105	0	0	0	0	0	0
Nov-14		430	0	1	0	0	0	1
Dec-14		145	0	16	0	0	0	16
Jan-15	633	294	2	28	2	0	0	30
Feb-15		245	36	44	5	0	0	49
Mar-15		213	210	27	17	0	0	44
Apr-15		240	385	11	35	1	0	47
May-15	464	180	159	3	43	9	2	57
Jun-15		281	231	11	31	14	26	82
Jul-15		23	387	3	6	8	25	42
Aug-15		6	139	13	11	10	37	71
Month	Transfers due to begin	Transfers begun	Transfers due for completion	Transfers completed within 20 week	Transfers completed 20-26 weeks	Transfers completed 26-30 weeks	Transfers completed 30+ weeks	
Sep-15		53	213	5	4	10	26	45
Oct-15		183	245	7	10	5	57	79
Nov-15		341	152	5	8	8	47	68
Dec-15		93	15	3	8	10	51	72
Jan-16		93	12	30	6	2	217	255
Feb-16		3	98	38	5	0	164	207
Mar-16								
Total	2843	2943	2284	245	191	77	652	1165

Table 4: COMPLAINTS TO SENAR			
	Number	Within 10 days	10+ Days
Sep-14	11	11	0
Oct-14	14	5	9
Nov-14	11	5	6
Dec-14	10	5	5
Jan-15	7	0	7
Feb-15	10	3	7
Mar-15	20	3	17
Apr-15	9	2	7
May-15	23	3	20
Jun-15	21	5	16
Jul-15	29	6	23
Aug-15	10	4	6
Sep-15	14	5	9
Oct-15	12	11	1
Nov-15	22	14	8
Dec-15	12	10	2
Jan-16	3	3	0
Feb-16	15	6	9
Mar-16			
Total	253	101	152

Briefing note to the Education and Vulnerable Children Overview and Scrutiny Committee

16th March 2016

An update about the Education Awards (Review) Sub-Committee regarding *Travel Assist* (previously known as Home to School Transport)

Purpose of Report

- To provide an update about the Local Authority's future direction for travel assistance to enable access to education for those eligible for provision, including commissioning intentions and how it is linked to the Future Council Programme.
- To clarify the current position regarding the role and function of the Education Awards (Review) Sub-Committee.
- To provide transparent information about the financial impact of decisions taken at appeal hearings.
- To outline short term and longer term options for development in line with the overall strategy.

Recommendation

That the committee note the information in the report

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Context:

Travel Assist (previously known as Home to School Transport) currently provides assistance for approximately 6000 children and young people within Birmingham, of which approximately 4000 have an SEN (Special Educational Need), to support their access to education. The LA is statutorily obliged to provide assistance to those eligible under the Education Act 1996 (Section 508B). The vast majority of pupils without SEN are provided with a bus pass whereas the vast majority of pupils with SEN are provided with specialist transport, in the form of a tailored bus and the provision of pupil guides, to enable access to school.

A strategic approach is developing, through the Future Council Programme, to drive cultural change in the delivery of services to Birmingham citizens. *Travel Assist* has a particularly important role to play in a key outcome: maximising the independence of adults. *Travel Assist* must ensure that they provide opportunities that **empower** our children and families to meet their own needs, use resource already available to them through social capital and their local community and enable young people to be **independent** citizens in the future.

What outcomes are we trying to achieve?

Collectively we will want to determine what the outcomes and success measures would be but the potential benefits for families and their children are likely to be:

- The best possible level of independence into later life for the child, which might mean better or more appropriate support and potential employment opportunities.
- A more independent family.
- Families with improved knowledge about how the public sector can support them.
- Families with greater understanding about what they can do for themselves.
- Providing families with information about what is available to support them in their local community.
- Promoting personalisation, particularly encouraging and promoting the use of Direct Payments.

Proposed Commissioning Intentions:

- To move from a paternalistic approach to an independence approach to service delivery. We will not provide a service – we will assist. All children and young people eligible for assistance, in line with policy, will be assessed and reviewed via the personalised commissioning pathways (see page 6).
- To reduce multiple contacts and assessment, through coordination approach and ensuring reviews are managed to reflect the changing needs and circumstances of the child/young person.
- To use an asset based approach to assist the citizen, through partnership working, supporting the development of social capital and enabling citizens to access community, voluntary and faith based services in their local community.

- To, wherever possible, work with the family or young person to develop travel solutions that enable them to access education in the same way that members of their peer group who do not have a special educational need or disability would access their education. This includes travelling independently for young people and family based travel solutions for younger children.

In addition:

- There are significant savings targets proposed against Travel Assist for 16/17 within BCC's budget consultations (£2.463m). This is due to the unprecedented level of cuts to Birmingham City Council's funding from Central Government.
- Over the coming years a new approach to Special Educational Needs and Disabilities will be designed and implemented moving away from a high dependency model. The intention being to give children with special educational needs and their families access to services which enable, rather than build a level of dependency.

What is happening now?

The Travel Assist team have requested resource from the Future Council team to co-produce our new offer, consult and engage with key stakeholders and support the necessary change management that will be essential to realise our ambitions.

Some activity though has already begun. In the short term we plan to:

- Promote personal transport budgets, so that more pupils can change from specialist transport to a direct payment.
- Provide Independent Travel Training to pupils, so that more can change from specialist transport to a bus pass.
- Provide individual programmes to enable more pupils to change from a low occupancy taxi to a seat on a minibus.
- Improve the contractual arrangements with our transport providers that maximise cost effectiveness (as young people move to more independent travel solutions) and include the provision of pupil guides where we have staff vacancies or where we require new routes.
- We are also developing an Adult education transport policy. Some urgent work is being undertaken to develop a written adult education transport policy for learners 19-25 which is a requirement of the Education Act 1996. This written policy gap has come to light following the implementation of the SEN reforms and developing 19-25 agenda for Special Educational Needs. Work with legal services regarding this item is ongoing.
- And finally the team have changed their name to TRAVEL ASSIST in recognition of the way in which the LA intends to enable access to education for those who require and are entitled to a form of assistance.

Statutory Guidance on Appeals

The Statutory Guidance on appeals changed in 2014 and is intended to ensure greater consistency in approach and to be clearer and more transparent for both parents and local authorities. Local authorities should have in place both complaints and appeals procedures for parents to follow should they have cause for complaint about the service, or wish to appeal about the eligibility of their child for travel support. The procedure should be published alongside the local authority travel policy statement. If an appellant considers that there has been a failure to comply with the procedural rules or if there are any other irregularities in the way an appeal was handled they may have a right to refer the matter to the Local Government Ombudsman. If an appellant considers the decision of the independent appeals panel to be flawed on public law grounds, they may apply for a judicial review.

Previous guidance made clear that local authorities should have in place and publish their appeals procedures, but left it to the individual authority to determine how this should operate in practice. DfE now recommend that local authorities adopt the appeals process set out below, appreciating that specifics, such as the identification of an appeal compared to a complaint, will need to be decided by local authorities. The intention is to ensure a consistent approach across all local authorities, and to provide a completely impartial second stage, for those cases that are not resolved at the first stage.

Local authorities should publish annually their appeals process on their website. This should set out a clear and transparent two stage process (with paper copies available on request) for parents who wish to challenge a decision about:

- The transport arrangements offered;
- Their child's eligibility;
- The distance measurement in relation to statutory walking distances; and
- The safety of the route.

Stage one: Review by a senior officer

A parent has 20 working days from receipt of the local authority's home to school transport decision to make a written request asking for a review of the decision. The written request should detail why the parent believes the decision should be reviewed and give details of any personal and/or family circumstances the parent believes should be considered when the decision is reviewed.

Within 20 working days of receipt of the parent's written request a senior officer reviews the original decision and sends the parent a detailed written notification of the outcome of their review, setting out:

- The nature of the decision reached;
- How the review was conducted (including the standard followed e.g. Road Safety GB21);
- Information about other departments and/or agencies that were consulted as part of the process;
- What factors were considered?
- The rationale for the decision reached; and
- Information about how the parent can escalate their case to stage two (if appropriate).

Stage two: Review by an independent appeal panel

A parent has 20 working days from receipt of the local authority's stage one written decision notification to make a written request to escalate the matter to stage two. Within 40 working days of receipt of the parents request an independent appeal panel considers written and verbal representations from both the parent and officers involved in the case and gives a detailed written notification of the outcome (within 5 working days), setting out:

- The nature of the decision reached;
- How the review was conducted (including the standard followed e.g. Road Safety GB);
- Information about other departments and/or agencies that were consulted as part of the process;
- What factors were considered;
- The rationale for the decision reached; and
- Information about the parent's right to put the matter to the Local Government Ombudsman (see below).

The independent appeal panel members should be independent of the original decision making process (but are not required to be independent of the local authority) and suitably experienced (at the discretion of the local authority), to ensure a balance is achieved between meeting the needs of the parents and the local authority, and that road safety requirements are complied with and no child is placed at unnecessary risk.

Local Government Ombudsman – it is recommended that as part of this process, local authorities make it clear that there is a right of complaint to the Local Government Ombudsman, but only if complainants consider that there was a failure to comply with the procedural rules or if there are any other irregularities in the way the appeal has been handled. If the complainant considers the decision of the independent panel to be flawed on public law grounds, the complainant may also apply for judicial review.

All applications for travel assistance in Birmingham are assessed in-line with current City Council policies. The Council's policy is to provide free school transport to these categories of eligible children in accordance with its legal obligations, but not otherwise unless there are exceptional circumstances.

Entitlement to Travel Assistance in Birmingham

In Birmingham the policy for children of compulsory school age states that travel assistance will be provided for children and young people who attend their nearest qualifying school and the distance between their home address and school is over the statutory walking distance.

The statutory walking distances are:

2 miles for children under 8 years of age

3 miles for children or young people aged 8 or over.

Below these distances the responsibility for the journey to school rests with the parents or carers. The statutory walking distance is measured along a route that a child or young person might reasonably be expected to walk to school accompanied where necessary by their parents or carers.

Where a parent or carer chooses a school for the child or young person but there is a qualifying school nearer to home which he or she could attend then travel assistance is not available under this heading.

Low Income Families

“Low income family” means one where the child or young person is entitled to free school meals or where one or both parents are in receipt of the maximum level of working tax credit.

Children or young people in such families who do not qualify for travel assistance under the criteria above are nonetheless entitled to travel assistance if they satisfy the following criteria:

Primary Aged Children:

Children aged between 8 and 11 years of age from low income families are entitled to free travel assistance where they are attending their nearest qualifying school and that school is more than 2 miles from their home.

Secondary Aged Children and Young People:

Children and young people aged 11-16 (in year groups 7 to 11) from low income families are entitled to free travel assistance if they are attending a school more than 2 miles but not more than 6 miles from the home address and it is one of the three nearest suitable qualifying schools from their home. This distance is extended to 15 miles if the parents or carers have selected the nearest qualifying school based on their religion or belief and, having regard to the

Children and Young People with Special Educational Needs

Children and young people who do not qualify for travel assistance above are nonetheless entitled to travel assistance if they are attending the nearest qualifying school to their home which is suitable for their needs but have special educational needs, a disability or mobility problem and for this reason cannot reasonably be expected to walk to that school.

Travel assistance will not normally be given where the parents or carers have requested that a school be named in the child's or young person's statement of special educational needs (SEN) which is not the nearest available school able to meet the individual's needs.

Where a child has a statement of special educational needs or significant special educational needs but is below compulsory school age, applications for travel assistance will be considered under this heading as a matter of discretion.

Decisions will be based upon information regarding the child or young person in relation to clear medical/specialist advice, evidence of need and parental circumstances.

The Appeal Process in Birmingham, including the Education Awards (Review) Sub-Committee

If an application for travel assistance is not approved by the Council, or the parents or carers disagrees with the type of assistance offered, there is a right of appeal. In Birmingham at stage 1 a children's service manager will consider the appeal. If the parent or carer remains dissatisfied with the outcome then they are able to move to stage 2. The appeal is then reviewed by the Education Awards (Review) Sub-Committee which is made up of 5 elected members of the Council and an outcome is reached. There is further opportunity under the Education Act 1996 to complain about these matters to the Secretary of State for Education should the parent continue to be unsatisfied.

The function of the appeals process at each stage is to ensure that decisions made are in line with localised policy. Where decisions to approve assistance are made outside of policy there is a need for clear, transparent decision making that qualifies what is exceptional about a particular application for assistance and therefore makes it appropriate to approve. Whilst the statutory guidance provides that local authorities should have in place and publish their appeals procedures, intelligence suggests that there is mixed practice with regard to the make-up of panel members at the stage 2 appeal. Whilst elected members form the panel in some Local Authorities, as in Birmingham, the majority appear to adopt an independent body made up of senior officers within the LA not linked to the Travel Team.

Some statistics

During 15/16 1367 applications were made to Travel Assist for specialist transport. Of those 75% (1029) were approved in line with policy and 25% (338) rejected. Of those rejected 52% (175) appealed. Of those that appealed 60% (105) were upheld by officers at stage 1 and 40% dismissed. Of those that were dismissed at stage 1, 90% (63) were submitted to stage 2. Of those that appealed at stage 2, 89% (56) were upheld in favour of parent and 11% (7) were dismissed.

During 15/16 3346 applications were made to Travel Assist for non-specialist travel assistance (i.e. bus passes). Of those 24% (812) were approved in line with policy and 76% (2534) rejected. Of those rejected 20% (518) appealed. Of those that appealed 30% (156) were upheld by officers at stage 1 and 70% (362) dismissed. Of those that were dismissed at stage 1, 21% (77) were submitted to stage 2. Of those that appealed at stage 2, 56% (43) were upheld in favour of parent and 44% (34) were dismissed.


















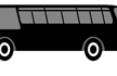












In terms of cost, £122,947.21 for specialist transport and £11,848.50 for non-specialist travel assistance was funded following decisions made at stage 2 for exceptional reasons (Total £134,795.71) during 15/16. This funding had not been accounted for, as approval has been awarded outside of funded policy.

Moving forward

The budget consultation referred to proposed changes to the appeals process. The independent Improvement Panel has also indicated expectations about Members and appeals committees. Consideration is therefore being given to changing the 2nd Stage appeal process so it is independent or carried out by senior officers separate from those making decisions about travel assistance. This would be in line with the majority of other Local Authorities and is allowed within the guidance.

As a supportive measure legal representation has recently been provided at The Education Awards (Review) Sub-Committee to offer advice, where required, to support decision making. Officer representation from the Travel Assist team is also present to assist the appeal panel in understanding the meaning of the policy (should it be needed). Whilst there will be a longer term evaluation of the impact of legal support it is worth noting that in the previous 2 committee meetings (where legal representation has been present), appeals upheld were at 35% which is a comparison to 77% pre legal representation during 15/16.

Assessment/Review	School entry		Opportunity to review pathway at any time				Secondary placement	Opportunity to review pathway at any time				6 th Form	Opportunity for review	
School Year	YR R	YR1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10	YR 11	YR 12	YR 13
Travel pathway 1 Local school, strong family support.	PATHWAY IDENTIFIED IN PARTNERSHIP WITH PARENT						Automatic Review of PATHWAY towards independence						Automatic Review of PATHWAY – towards	
Health & Wellbeing indicator	Access to education and the security of the family during primary years, exercise, social skills												Independence, social skills, exercise	
Travel pathway 2 Family focused solution, school at a distance	PATHWAY IDENTIFIED IN PARTNERSHIP WITH PARENT						Automatic Review of PATHWAY towards independence						Automatic Review of PATHWAY – towards	
Health & Wellbeing indicator	Access to education and the security of the family during primary years, social skills												Independence improved self-esteem	

Travel pathway 3 Working towards independence	  			   		  	  
Health & Wellbeing indicator	Access to education			Access to education		More independent, improved self esteem	More independent, improved self esteem
Travel pathway 4 Complete travel solution required	  			  		 	 
Health & Wellbeing indicator	Access to education						Access to education
Picture Key	 Access to Special Education	 family Family involvement	 Personal Transport Budget (PTB)	 Specialised vehicles provided on contract	 School bus – budget held and provision arranged	 network west midlands	
		 ITT Independent Travel Training					
							West Midlands public transport (bus/rail)



Education and Vulnerable Children O&S Committee: Work Programme 2015/16

Chair: Cllr Susan Barnett

Committee Members: Cllrs: Uzma Ahmed, Sue Anderson, Matt Bennett, Barry Bowles, Mick Brown, Debbie Clancy, Barbara Dring, Chauhdry Rashid, Valerie Seabright, Martin Straker Welds and Alex Yip

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

Officer Support: Scrutiny Team: Benita Wishart (464 6871) & Amanda Simcox (675 8444)
Committee Manager: Louisa Nisbett (303 9844)

1 Meeting Schedule

Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
10 June 2015 Committee Rooms 3 & 4 Starts at 3.30pm	<p>Cabinet Member for Children's Services to discuss:</p> <ul style="list-style-type: none"> Children Social Care and Safeguarding and Education – Position May 2015 <p>Outcomes:</p> <ul style="list-style-type: none"> There will be regular updates/involvement on the single plan with the Committee (Members requested that the narrative was more user friendly). The single plan needs to be discussed at Districts and the data and narratives need to be District specific. The Committee invited the Birmingham Education Partnership (BEP) to attend December's committee meeting. Discussion to include the contract with the City Council (Members invited to the 18th June 2015 event). Members were offered details of the City Council's whistle blowing policy (discussed at July's meeting) and outcomes to-date & details of the Education Data Dashboard. 	<p>Colin Diamond, Interim Executive Director for Education & Alastair Gibbons, Executive Director for Children's Services</p> <p>Scrutiny office to programme</p> <p>Colin Diamond</p> <p>Scrutiny Office to programme</p> <p>Seamus Gaynor</p>
	<ul style="list-style-type: none"> Early Years Review Consultation Proposal 	<p>Lindsey Trivett, Interim Head of Early Years, Childcare and Children's Centres</p>



Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
	Outcomes: <ul style="list-style-type: none"> Members were e-mailed the consultation on 3 Dec 2015. The Cabinet Member for Children's Services to attend a Committee meeting to discuss the outcomes of the consultation in March 2016. 	Scrutiny Office Cllr Brigid Jones / Pat Kilarney
15 July 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> To discuss Looked After Children (LAC): <ul style="list-style-type: none"> Corporate Parenting Adoption and Fostering Update Outcomes: <ul style="list-style-type: none"> Exploring ways in which children's voices can be heard with Cllr Jenkins. Training will be provided to Cllrs at District Committees and will come back and report on how Districts are fulfilling their duty. 	Andy Pepper, AD, Children in Care Provider Services & Nicky Hale, Fostering and Adoption Improvement Manager
	<ul style="list-style-type: none"> Permanent School Exclusions Outcomes: <ul style="list-style-type: none"> To provide figures for the numbers excluded broken down for academies etc. To report back on School Exclusions including the level of teaching, progress made and qualifications at COBS in December. 	Andrew Wright & Chris Atkinson
	<ul style="list-style-type: none"> Whistle Blowing Policy Outcomes: <ul style="list-style-type: none"> Members were updated on the Whistle Blowing Policy. 	Michael Day, Solicitor
16 September 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> Educational Development Plan update: Sufficiency of school places and school admissions Outcomes: <ul style="list-style-type: none"> To provide information and data on Special Educational Needs Provision in schools. To provide information on LAC and whether they are placed in good or outstanding schools; and if not is this due to the locality of the school being more important for the Child etc. The proposed Birmingham admission arrangements will be subject to a formal consultation from 23 Nov until 8 Jan 2016. Procedures for 'summer born' children will be included in this. Members were e-mailed the links to the proposals and the survey. 	Emma Leaman, AD Education and Infrastructure, Education & Commissioning, Julie Newbold, Head of School Admissions and Pupil Placements Lucy Dumbleton, School Organisation Officer



Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
	<ul style="list-style-type: none"> Cabinet Member for Children Services to discuss Curriculum Entitlement and Equality <p>Outcomes:</p> <ul style="list-style-type: none"> <i>Members to be updated on the rollout of 'no outsiders' and the information/literature to be housed on BEPs website.</i> 	Cllr Brigid Jones, Colin Diamond & Razia Butt
21 October 2015 Committee Rooms 3 & 4 at 9.30am	<ul style="list-style-type: none"> Missing Children from Home and Care Short Inquiry – Evidence Gathering 	Scrutiny Office
21 October 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> Chairs Update – to include: visits to the Adoption and Fostering team and two Children's homes. 	Cllr Susan Barnett
	<ul style="list-style-type: none"> Cabinet Member for Children Services to update the Committee on the budget position for the portfolio (included progress on Children Services). <p>Outcomes:</p> <ul style="list-style-type: none"> <i>To report back on whether there are children from parents in the armed forces who are suffering from Post Traumatic Stress (PTS) in Birmingham.</i> 	Cllr Brigid Jones
	<ul style="list-style-type: none"> Tracking: Work Experience for School Age Children – the role of the City Council Inquiry <p>Outcomes:</p> <ul style="list-style-type: none"> <i>Cllr support for work experience: Members to be provided with a draft letter/e-mail they can use to send to schools/businesses in their area (to be added to portal).</i> <i>Scrutiny to assist with capturing what Members do in relation to work experience.</i> <i>To report back on progress of the recommendations on 20th January 2016.</i> 	Cllr Penny Holbrook, Cabinet Member for Skills, Learning & Culture, Kathryn Cook, Interim Head of OD & Julie M Harrison, HR Project Lead
	<ul style="list-style-type: none"> Special Educational Needs (SEN) and Education, Health and Care plans (EHC). To include reasons for the delay in the mobilisation of the £3 1/2m grant. <p>Outcomes:</p> <ul style="list-style-type: none"> <i>Members to e-mail requests for information between meetings.</i> <i>Members to be updated on the work that is being done regarding the pupil premium.</i> <i>Members were e-mailed the amended New Assessments table.</i> 	Cllr Brigid Jones, Colin Diamond, Chris Atkinson, Simon Wellman & Joan Adams
30 October 2015 Committee Room 6 at 9.30am	<ul style="list-style-type: none"> Missing Children from Home and Care Short Inquiry – Evidence Gathering 	Scrutiny Office



Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
25 November 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> Progress on the Education and Schools Strategy and Improvement Plan. Sir Mike Tomlinson, Education Commissioner in attendance <p>Outcomes:</p> <ul style="list-style-type: none"> Update on the LGA Peer Review and next steps to be discussed in March. Members were concerned about the schools who were not returning their financial returns and /or their 175 audits. How BEP can support schools and what action can be taken when schools continue to fail to complete their returns can be discussed in December. 	Peter Hay / Colin Diamond / Seamus Gaynor
	<ul style="list-style-type: none"> Tracking: Strengthening the Birmingham Family of Schools <p>Outcomes:</p> <ul style="list-style-type: none"> It was agreed to conclude the recommendations and pick up these in the work programme: R07 – Cllrs relationships with Schools, R08 – Traded services to Schools & R09 the Council working with BEP to develop information on a range of models for school organisations for school governors / governance. A joint workshop with BEP, schools and Districts was suggested. 	Peter Hay / Colin Diamond / Seamus Gaynor
	<ul style="list-style-type: none"> Birmingham Safeguarding Children Board (BSCB) Annual report <p>Outcomes:</p> <ul style="list-style-type: none"> The executive summary of the Annual Report, Getting to Great 2015/16 and the most recent monitoring report was circulated to Members. Members requested progress reports on the work on how 'children voices' are listened to'. 	Jane Held, Chair of BSCB / Simon Cross, Business Manager
	<ul style="list-style-type: none"> Tracking: Child Sexual Exploitation (CSE) - Delivery of training and awareness raising on CSE recommendations 1 - 7 <p>Outcomes:</p> <ul style="list-style-type: none"> All 7 recommendations assessed as 3 – not achieved (progress made). Updates to be provided in February and an impact measure to be included. 	Peter Hay / Alastair Gibbons & Jane Held, Chair of BSCB
9 December 2015 Committee Rooms 3 & 4	<ul style="list-style-type: none"> Permanent School Exclusions <p>Outcomes:</p> <ul style="list-style-type: none"> The tables provided were described as North, N. West, Central, South, S. West and East. Members were given the areas these descriptions covered. Members requested how many children were waiting over 6 days. 	Andrew Wright



Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
	<ul style="list-style-type: none"> City of Birmingham School (COBS) <p>Outcomes:</p> <ul style="list-style-type: none"> Members were given the percentage of pupils that had a diagnosis of autism. 	Fiona Wallace, Head Teacher & Steve Howell, Deputy Head, COBS
	<ul style="list-style-type: none"> School Attainment Headline Statistics <p>Outcomes:</p> <ul style="list-style-type: none"> Members were updated and a more detailed report was given in February 2016. 	Colin Diamond
	<ul style="list-style-type: none"> Birmingham Education Partnership (BEP) and School Improvement. Discussion to include R07 and R08 of the Strengthening the Birmingham Family of Schools Inquiry. Also what assistance can be given to schools who fail to provide their financial returns and / or there 175 audits. <p>Outcomes:</p> <ul style="list-style-type: none"> Members requested that BEP provide a further update to the Committee in September 2016. 	Tim Boyes, BEP
20 January 2016 Committee Rooms 3 & 4	<ul style="list-style-type: none"> Tracking: Work Experience for School Age Children – the role of the City Council Inquiry <p>Outcomes:</p> <ul style="list-style-type: none"> The Work Experience Dashboard was updated and circulated to Members. The Dashboard is then to be presented to Members every 6 months (July 2016). 	Kathryn Cook & Andrea Burns
	<ul style="list-style-type: none"> Children Missing from Education <p>Outcomes:</p> <ul style="list-style-type: none"> A detailed analysis report was provided. Colin discussed unregistered schools at February's meeting. The Education Awards Appeals (Home to School Transport) will be discussed in March 2016. 	Tony Stanley, Chief Social Worker & Chair, Missing Operational Group, Steve Nyakatawa, AD, Education & Skills, Julie Newbold, Head of School Admissions and Pupil Placements and Mike Innocenti, Head of Pupil Connect
	<ul style="list-style-type: none"> Elective Home Education (Home Schooled) <p>Outcomes:</p> <ul style="list-style-type: none"> A report on data and examples of outcomes for children who are home schooled was provided. An analysis of reasons why parents choose to home school was provided. 	
	<ul style="list-style-type: none"> Cabinet Member for Children Services Update <p>Outcomes:</p> <ul style="list-style-type: none"> Members were updated. 	Cllr Brigid Jones



Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
10 February 2016 Committee Rooms 3 & 4	<ul style="list-style-type: none"> Tracking: Child Sexual Exploitation (CSE) (2.10 – 2.55) – 45 mins <p>Outcomes:</p> <ul style="list-style-type: none"> <i>A further tracking report and an extra meeting to discuss R9 & R10 (Licensing) to be arranged.</i> 	Alastair Gibbons / Peter Hay
	<ul style="list-style-type: none"> School Attainment Statistics for Primary Schools (detail) (2.55 – 3.35) – 40 mins <p>Outcomes:</p> <ul style="list-style-type: none"> <i>BEPs District information / priorities to be shared with Members.</i> 	Colin Diamond / Richard Browne, Commissioning Manager
	<ul style="list-style-type: none"> Unregistered Schools (3.35 – 4.05) – 30 mins <p>Outcomes:</p> <ul style="list-style-type: none"> <i>Members were updated.</i> 	Colin Diamond
	<ul style="list-style-type: none"> LGA Peer Review Findings for the Education and Schools Strategy and Improvement Plan and Next Steps (4.05 – 4.50) – 45 mins <p>Outcomes:</p> <ul style="list-style-type: none"> <i>Members to be involved in the refreshed improvement plan for education.</i> 	Cllr Brigid Jones / Peter Hay
16 March 2016 Committee Room 2	<ul style="list-style-type: none"> Cabinet Member for Children's Services to report back on the outcomes of the Early Years Review Consultation and Next Steps (2.10 – 2.50) – 40 mins School Attainment Statistics for Secondary Schools (detail) (2.50 – 3.30) – 40 mins Special Educational Needs (SEN) and Education, Health and Care plans (EHC) (3.30 – 4.00) - 30 mins Education Awards Appeals (Home to School Transport) (4.00 – 4.40) – 40 mins 	<p>Cllr Brigid Jones / Suman McCartney / Pip Mayo</p> <p>Colin Diamond / Richard Browne</p> <p>Colin Diamond, Chris Atkinson and Simon Wellman</p> <p>Cllr Brigid Jones / Colin Diamond</p>



Date / Location All at 2 pm	Session / Outcome	Officers / Attendees
23 March 2016 Committee Rooms 3 & 4	<ul style="list-style-type: none"> • District Chairs (2.10 – 4.10) – 2 hours To discuss how their Community Plans are addressing Education and Vulnerable Children – to include Corporate Parenting responsibility; progress made on 'It takes a city to raise a child'; education and safeguarding issues: <ul style="list-style-type: none"> - Cllr John Alden, Edgbaston District - Cllr Josh Jones, Erdington District - Cllr Ansar Ali Khan, Hodge Hill District - Cllr Mahmood Hussain & Neil De-Costa, Perry Barr District - Cllr Tony Kennedy, Hall Green District - Cllr Ziaul Islam, Ladywood District • Looked After Children (LAC) & Corporate Parenting Update (including the role of Districts) (4.10 – 4.40) – 30 mins • The voice of the Child (4.40 – 5.10) – 30 mins 	<p>Andy Pepper, AD, Children in Care Provider Services</p> <p>Lisa Carter, Head of Participation and Engagement</p>
20 April 2016 Committee Rooms 3 & 4 Deadline for reports 2pm on 11th Apr	<ul style="list-style-type: none"> • District Chairs (2.10 – 3.40) – 1 hour and 30 mins To discuss how their Community Plans are addressing Education and Vulnerable Children – to include Corporate Parenting responsibility; progress made on 'It takes a city to raise a child'; education and safeguarding issues <ul style="list-style-type: none"> - Cllr Ann Underwood, Sutton District - Cllr Sue Anderson, Yardley District - Cllr Peter Griffiths, Northfield District - Cllr Karen McCarthy, Selly Oak District • Progress on the Children Missing from Home and Care Inquiry (3.40 – 4.10) – 30 mins <ul style="list-style-type: none"> - To include an update on the MASH • Radicalisation Agenda (4.10 – 4.40) 30 mins • Tracking: Child Sexual Exploitation (CSE) - Phillipa Cresswell, Solihull Borough Council also to be in attendance. (4.40 – 5.20) – 40 mins 	<p>Scrutiny Office</p> <p>Alastair Gibbons / Tony Stanley</p> <p>Tony Stanley</p> <p>Alastair Gibbons</p>



2 Further Priorities to be Discussed and Agreed

Safeguarding	Education	Other
Early Help and children's Social Care Plan (to include workforce planning)	Education and Schools Improvement Plan 11 themes: 1) Safeguarding in Schools: Jon Needham 2) Strengthening School Governance: Steve Edmonds 3) Our Leadership in Education: John Sidebottom 4) Improving our Schools: Helen Miles 5) Local Leadership and Accountability: Chris Glynn 6) Alternative Delivery Models: Nimmi Patel 7) SEND: Chris Atkinson 8) Educational Infrastructure: Emma Leaman 9) Early Years provision: Lindsey Trivett 10) Recruitment & Retention: Samantha Hulson 11) Communication 12) Equality and Community Cohesion: Mashuq Ally	Committee agreed to address the Children and Family Services Commissioning Plan as part of the three priorities: early years, early help and targeted intervention and Looked After Children (LAC)
BSCB updates on listening to children voices	Education outcomes for white working class boys	Not in Education, Employment or Training (NEETs)
	Local Authority appointments to governing bodies	Trafficked children into the UK
	Sixth Form College Review	
	Traded Services to schools (recommendation 8)	
	To invite Pank Patel, West Midlands Regional Schools Commissioner	

3 Outstanding Tracking

Inquiry	Outstanding Recommendations	Date of Tracking
Strengthening the Birmingham Family of Schools	7 (elected Members), 8 (traded services) and 9 (governing bodies & academies)	Last tracked 25 November 2015 Recs 7, 8, 9 included in the work programme
We need to get it right: A health check into the Council's role in tackling Child Sexual Exploitation (CSE)	Training and Awareness: R4, 5, 6 and R7 Policies and Procedures: R8, (R9 & R10 Licensing) & R12 Multi-agency working: R14 – R18	Tracked 25 November 2015 & 10 February 2016
Work Experience for School Age Children – the role of the City Council (January 2014)		Last tracked 21 October 2015 & 20 January 2016. The Work Experience Dashboard is to be presented to Members every 6 months



4 Inquiry Schedule

Short Inquiry – Children Missing from Home, Care and School

Date	Item
October / November 2015	Evidence gathering & Committee agree the draft report
December 2015	Draft report to the Executive & Committee agree final report
12 January 2016	City Council

5 Useful Acronyms

AD = Assistant Director APA = Annual Performance Assessment BEP = Birmingham Education Partnership BESD = Behavioural, Emotional, Social Difficulties BSCB = Birmingham Safeguarding Children Board BSWA = Birmingham and Solihull Women's Aid BSWA = Birmingham Social Work Academy CAF = Common Assessment Framework CAFCASS = Child & Family Court Advisory Support Service CAMHS = Child and Adolescent Mental Health Services CEOP = Child Exploitation and Online Protection CBB = Community Based Budget CC = Children's Centre CHIPS = Challenging Homophobia in Primary Schools CIC = Children in Care CICC = Children in Care Council CIN = Child In Need COBS = City of Birmingham School CPD = Continuing Professional Development CPR = Child Protection Register	CRB = Criminal Records Bureau CSE = Child sexual Exploitation CTB = Children's Trust Board CYPF = Children, Young People and Families DFE = Department for Education DLT = Directorate Leadership Team DCSC = Disabled Children's Social Care DSP = Designated Senior Person DV = Domestic Violence EDT = Emergency Duty Team EFA = Education Funding Agency EHC = Education, Health and Care plan (to replace SEN statements from Sept 2014) EHE = Elective Home Education EWS = Education Welfare Service EYFS = Early Years Foundation stage FCFA = Family Common Assessment Framework F&A = Fostering and Adoption FGM = Female Genital Mutilation FNP = Family Nurse Partnership FSM = Free School Meals FSW = Family Support Worker IA = Initial Assessment IAT = Integrated Access Team IRO = Independent Reviewing Officer Key Stage 1 (Ages 5-7) Years 1 and 2 Key Stage 2 (Ages 7-11) Years 3, 4, 5 and 6 Key Stage 3 (Ages 11-14) Years 7, 8 and 9 Key Stage 4 (Ages 14-16) Years 10 and 11 LAC = Looked After Children LACES = Looked After Children Education Service	LADO=Local Authority Designated Officer LSCB = Local Safeguarding Children Board MASH = Multi Agency Safeguarding Hub NASS = National Asylum Support Service NEET = Not in Education, Employment or Training NQSW = Newly Qualified Social Worker NQT= Newly qualified teacher NRPF = No Recourse to Public Funds Ofsted = Office for Standards in Education PCT = Primary Care Trust PDR = Personal Development Review PEP = Pupil Education Plan PEX = Permanent Exclusions PGCE = Post Graduate Certificate of Education PIE = Pride in Education PPS = Parent Partnership Services PRU = Pupil Referral Unit RAG = Red, Amber, Green SCR = Serious Case Review SEN = Special Educational Needs SENAR= SEN Assessment and Review SENDIASS = SEND Information, Advice and Support Service SENCO = Special Educational Needs Coordinator SEND = Special Educational Needs and Disability SEDP = Special Education Development Plan TA=Teaching Assistant TAF = Team Around the Family TM=Team Manager UASC = Unaccompanied Asylum Seeking Children YDC = Young Disabled Champions YOS = Youth Offenders Service YOT = Youth Offending Team
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6 Forward Plan for Cabinet Decisions

The following decisions, extracted from the Cabinet Office Forward Plan of Decisions, are likely to be relevant to the Education and Vulnerable Children remit.

ID Number	Title	Cabinet Member	Proposed Date of Decision
000229/2015	Education Services Review: Externalisation of Educational Psychology – Authority to produce Full Business Case	Children's Services	19 Oct 15
000232/2015	School Organisation Issues which may include Closures, Amalgamations, Opening of a new school – Standing Item	Children's Services	03 Mar 16
000661/2015	Cityserve - Alternative Delivery Model	Children's Services	17 May 16
000949/2015	Provision of Permanent Accommodation to meet additional Primary Pupil Places required for September 16 onwards / Full Business Case (FBC) / Contract Award	Children's Services	16 Feb 16
001294/2016	Changes to the Full-Time (30 hours) Early Education Place Policy and Nursery Schools Admissions	Children's Services	22 Mar 16
001644/2016	Early Years Review & Consultation	Children's Services	17 May 16

Corporate Parenting - Summary Report 2015/2016



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4.0 Pocket Money and Saving

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6.0 Foster Friendly Families and Friends

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12.0 Regulation 44 – Councillors Engagement

Message from Andy Pepper, Assistant Director Children in Care Provider Services

In my role as an Assistant Director, and as a corporate parent, I have been in the privileged position to support this fantastic, resilient, diverse and unique group of individuals over the past year.

I believe that a city is defined by the way they treat their most vulnerable, and am proud of the work that has been done by our corporate parents – carers, partners, social workers, councillors, officers, and other workers - who do everything they can to support our young people to become secure, productive, independent and happy members of our city.

We are all aware of how children and young people in care, as well as care leavers, are more likely to experience poorer health and lower educational achievement, as well as having few employment opportunities. We strive to give them the same opportunities as any other child in this city, and work with them to provide services recognising their individuality.

Our Corporate Parenting Strategy has provided a blueprint for our responsibilities and aspirations for young people in care. This work is driven by the revised Corporate Parenting Board, which has a key role in championing the rights of young people and thus focussing, challenging and supporting our corporate parenting work. A task and finish group has also been set up, working closely with the Children in Care Council (CiCC) providing focussed support on specific tasks and really making sure we succeed.

Our projects this year have included improving data – to ensure we are using a proper evidence base to monitor and improve outcomes. We have been linking closely with the CiCC, producing a series of pledges to listen and respond to their priorities. We have worked with the CiCC on some of their top priorities including pocket money and overnight stays - listening and responding to their views, and where possible amending policies to take into account their wishes.

Birmingham City Council, as a corporate parent, has put in place a number of corporate initiatives this year to raise the profile of corporate parenting and highlight the responsibilities of all staff. This has included a project to get staff members to mentor young people in care and provide laptops to support their education. We have also been involved in some critical work to improve pathway planning for care leavers and improve policy and procedure around Child Sexual Exploitation (CSE) and Missing.

One of the more recent initiatives I have put in place is appointing a Corporate Parenting Officer. This motivated individual, who some of you will have met, is tasked with driving and supporting a range of our corporate parenting work. Although the work we do is far more than one person's remit, I wanted to ensure this work continues to be fully supported, and remains at the forefront of what we do.

Part of my wider role this year has included restructuring the Fostering and Adoption Service, increasing in house fostering, working to support improved Early Help, reviewing and improving the placements service and designing and supporting more effective social work interventions to make a child's journey through the care system as high quality and effective as possible.

And finally, a plea to ask you to continue to support our corporate parenting work, and help us to improve outcome for all of our young people in care.

1.1 Corporate Parenting Strategy

The overall aim of the 2015/16 Corporate Parenting strategy is to reinforce the corporate responsibility of everyone in the Council, both elected members and staff and of its partner agencies, to improve the life chances of children in care and care leavers and get the right support and services where they live. The strategy will ensure that Councillors and all those who work with this group of children and young people are aware of what their responsibilities are.

The board will provide governance to ensure outcomes for children in care improve.

Some of the areas of focus are:

- Consolidations in practice, to avoid drift in the system and to ensure resources are used only where intended. Policy, practice and process are strengthened to enable better planned and more appropriate placement in the first instance and, subsequently, more timely permanence planning, case progression and exits from care as appropriate.
- Support more children in care to succeed. Recently attainment of GCSE A* to C grades has improved, but the gap between children in care, in contrast to the wider Birmingham population, still requires improvement. Care leavers are still less likely to find Education, Employment or Training in Birmingham than in similar areas
- Supporting the Care Leavers Pathway Planning accommodation and support
- CSE and Children Missing from Care, Home and Education

1.2 The Corporate Parenting Board

The Corporate Parenting (CP) Board aims to support and champion Birmingham's looked after young people. The Corporate Parenting Board is made up of a multi-disciplinary, multi-agency group comprising: CICC representative: Elected Members; the Director of Children, Young People and Families; representatives from other Directorates; Rights of a Child; Children's Social Care; BFCA representing the voluntary sector; Health representatives where necessary to the agenda, and BCC Business Change team.

The CP Board meets three monthly and works to champion the rights of looked after children, and have the ability to bring about change to ensure improvements in the outcomes for young people.

Since February 2015 the Corporate Parenting Board has assigned a Corporate Parenting Working Group which was structured to fit the needs and achieve specified goals for children and young people across the city. This has now been restructured into task and finish groups that work on the priorities of the board

The role of the CP Board includes:

- Meeting and talking to children in care and young people on a regular basis to inform the work of the Board
- Ensuring the corporate parenting role is understood by all elected Members, officers working in the Council and in partner agencies
- Monitoring and oversee plans, strategies or policies for children in care, young people and care leavers to ensure performance is maintained
- Monitoring and implementing the Corporate Parenting Strategy

- Reviewing Children in Care data set, identifying issues, then driving and monitoring how these are addressed
- Deciding where focused work is required and communicating this to the Corporate Parenting Board via the Corporate Parenting Business Manager

1.3 The Corporate Parenting Task and Finish Groups

The Corporate Parenting Task and Finish Groups are overseen by the Assistant Director for Children in Care Provider Services, and other members of the group are officers and elected members from within Birmingham City Council and their partners' agencies. The core membership includes:

- Assistant Director for Corporate Parenting – chair
- Corporate parenting champion
- Area Assistant Director
- Representative – provider services
- Designated Nurse
- Representative - LACES
- Representative – Police
- Representative – Place
- Representative - Birmingham Foster Care Association
- Representative(s) – CiC • Rights and Participation Officer
- Representative for the Independent Reviewing Officers - IROs Additional members will attend where appropriate to contribute to agenda items and focus on specific themes.

The working group meets monthly and is focussed on discussion or activity around specific subject areas related to children in care, and has worked closely with the Children in Care Council (CICC), listening to the voice of the young person and addressing their concerns.

Indeed, many of the corporate parenting initiatives mentioned in this report have been implemented with the impetus from the CICC

2.0 Laptops to support educational achievement

In 2015 a successful application was made to the Service Birmingham staff benefit fund. The application was to provide 60 laptops for young people in care across Birmingham who are entering higher education and do not have access to a laptop. This project aimed to try and meet a current funding gap for young people in care, giving them access to laptops in order to support their progression into continued education.

The project was administered through the Stakeholder Engagement Team in partnership with LACES services, who were already working with these young people and had already built up relationships and trust. The Safeguarding of the young people whilst online was also paramount to the success of the project. Therefore, Service Birmingham arranged to install remote monitoring software on all the laptops to review the severity of any data captured by the software going forwards.

LACES and the care leaver's service have identified young people who would really benefit from having their own laptop. For the many of the young people, having access to this technology and the internet was an invaluable resource for learning and education. It was a way to feel connected and a part of the wider world, and access resources. It is used as a way of accessing job opportunities, application forms, pay bills, write essays – all vital aspects of living in the modern world. It is primarily an education resource that will raise attainment and aspirations for young people through this programme.

Thirty of the laptops have already been delivered to young people with a second phase following early 2016.

3.0 The Children in Care Council - Analysing Data / Pledges and Responses / 2016 Priorities

The Corporate Parenting Board requested a monthly summary report extract (from the Information Management Team) of the statistical data for children in care in the city. The report highlights the collected data for children in care including indicators for health, placement stability, demographics of numbers entering and leaving care, educational attainment and a range of other performance measurements, some against national indicators. The reporting gives a unique snapshot of the service.

The report outputs are presented to the Corporate Parenting Board and the Children in Care Council to review and monitor the performance of the service being delivered and also can be seen as evidence of how the service impacts children and young people.

3.1 CiCC Pledges and responses

The Corporate Parenting Board prepared a Birmingham Pledge making ten promises to make sure that children in care are supported to achieve and succeed. The Birmingham Pledge is based on what children have told the Board is most important to them.

A response was produced to each pledge, explaining the work that is currently taking place and future initiatives in this area by the Assistant Director of Children in Care Provider Services. In 2016 the board will look at how to 'better' capture evidence of delivery against the pledges and build on what CYP are telling us.

Promise 1	We promise to involve you in decisions that affect you and to listen to your views?
<p>Response: Children and Young People should have their wishes and feelings taken into account. These should be captured by the social worker and the social worker should be able to evidence children and young people's views within their care plan. A range of creative techniques are used and championed with different approaches being added all the time. We are currently signed up to using a nationally recognised 'mind of my own' online application as well as creative arts based techniques. Where a child or young person does not feel listened to or requires support to express their views then we have an internal advocacy service (Rights and Participation) that will support the child with 'issue based' advocacy. As well as evidencing individual children and young people's views we ensure that children and young people have opportunities to talk to us about their care experience.</p> <p>We are currently undertaking research with a group of children to track their experiences in care. We have a successful Children in Care Council who are launching a Virtual Children in care Council to capture more views and reach a wider number of young people. Opportunities to hear Children's voices are embedded within everyday practice. However our commitment to 2016 is to ensure that we develop a robust system to both evidence children and young people's influence within their care plan and also how we respond to children's experiences and potentially change practise as a result.</p>	
Promise 2	We promise that we will endeavour to find you the best possible place for you to live
<p>Response: We have relatively stable placements however we know some of our children experience three plus changes per year and most issues/complaints are linked to placements. My view is that we need to ensure that we commission appropriate placements for our young people that are able to best support them however some young people may always struggle so we have to ensure that there are appropriate mechanisms in place to make sure they can explain how they are feeling and feel able to express themselves. From a CP point of view we could focus on those very high risk children and acknowledge that there may always be issues with placements but they should be the YP that we make sure get permanent BCC staff and regular visits etc. within timescales.</p>	
Promise 3	We promise to make sure you have every opportunity possible to achieve at school
Promise 4	We promise to encourage you to take part in all available activities that the city has to offer to ensure that your talents, hobbies and interests are met and to support you to do the things you enjoy
<p>Response: As corporate parents we identify and look for opportunities that go above and beyond hobbies and interest and really try and offer (though relatively small numbers) opportunities and experiences that makes life long memories (Olympic tickets/Wembley tickets etc.) however all IROs and SWs also encourage children and young people to pursue their interests. If a child moves placement then professionals should work hard to ensure that children do not abandon their hobbies and interests. Every effort should be made to ensure a child can continue with something they enjoy. A child and young person should know where to go to and complain if this doesn't happen.</p>	

Promise 5	We promise to take care of your health and encourage you to be healthy
Promise 6	We promise to provide you with a good and clear assessment of your needs, an up to date care plan and a PEP (personal education plan)
Promise 7	We promise that you will have your own social worker who visits you regularly and gives you details about how to contact them or someone else if they are away when you need them
Response: We have statistics about how many visits are within 6 weeks. However we need to do more work to make sure children and young people are aware of how many visits they are entitled to and how to make contact with a worker	
Promise 8	We promise we will help you stay in touch with your family, friends and other People who are important to you.
Response: Contact is an issue for children and young people in care. We should ensure that children and young people can stay in touch with people that are important to them however sometimes this is difficult. A child/young person should know and understand their contact arrangements. They should be fully explained to them and evidenced in their care plan (complaints happen when children/young people feel let down and out of the loop).	
Promise 9	We promise to listen to what you have to say
Response: I think as a board we are exploring different ways to hear from children and young people and get a proper feel for their experience in Birmingham's care. We need to ensure that BCC fulfils its statutory duties but we also need to be ambassadors for our children and drive practise that is responsive to children's views. This is a common thread and children and young people experience things differently to adults. They are in receipt of our care and we can in error make decisions that we feel are in young people's best interests, without thoroughly exploring a child's view or appreciating the many different views there may be.	
Promise 10	We promise to work with you and give you all the help and support you need to successfully move from care to adult life .
Response: We would like your views as to how best the BSCB Board can support the changes in approach and what can BSCB Board members do as partners to support the work – e.g. through their agencies becoming foster friendly, or providing independent visitors etc. etc. I think BSCB should identify their priorities and campaigns for 2016 and then come back to us to hear how these issues may affect children in care (different to how it effects non children in care) They should be working with scrutiny to ensure policy and process doesn't have an adverse effect on in care/care leavers. They should ensure that in care/care leavers have a particular focus and drive within any of their campaigns.	

3.2 CiCC 2016 Priorities

Children in Care Council have met several times in 2016 to agree a logo and mission statement and take part in discussion around identifying priorities and how they would like to move forward in 2016. These priorities feed directly into the objectives for the corporate parenting task and finish groups.

The CiCC new mission statement;

'Birmingham Children in Care Council (CiCC) is a welcoming group of young people in care.

We are friendly, energetic and enthusiastic.

We are powerful, positive and amazing!

We want to give children in care a voice and we want to tell YOU that if you are in care then YOUR VOICE MATTERS!'

There are a few outstanding objectives from 2015 that still remain as some of their key priorities.

- Pocket money still remains as it is not fully realised until the launch of the new BCC guidance and recommendations in April 2016
- The compilation of positive stories from children and young people across Birmingham about being in care.

For the year 2016 the council are currently planning some of the following objectives;

1. Working on developing their YouTube account to share information about CiCC and other info appropriate and relevant to children in care.
2. They are developing a recruitment campaign that also includes capturing the voices of children outside of the borough through the use of a virtual children in care council.
3. They have a number of meetings set up with professionals and already this year have presented at a conference organised by Cafcass

4.0 Pocket Money and Savings Review

The Corporate Parenting working group responded to a request from the CICC who raised a concern that there was a perceived difference in the levels of personal pocket money paid to children and young people in care across the city, which appeared to change based upon whether or not the children or young person had been home fostered or living in residential accommodation.

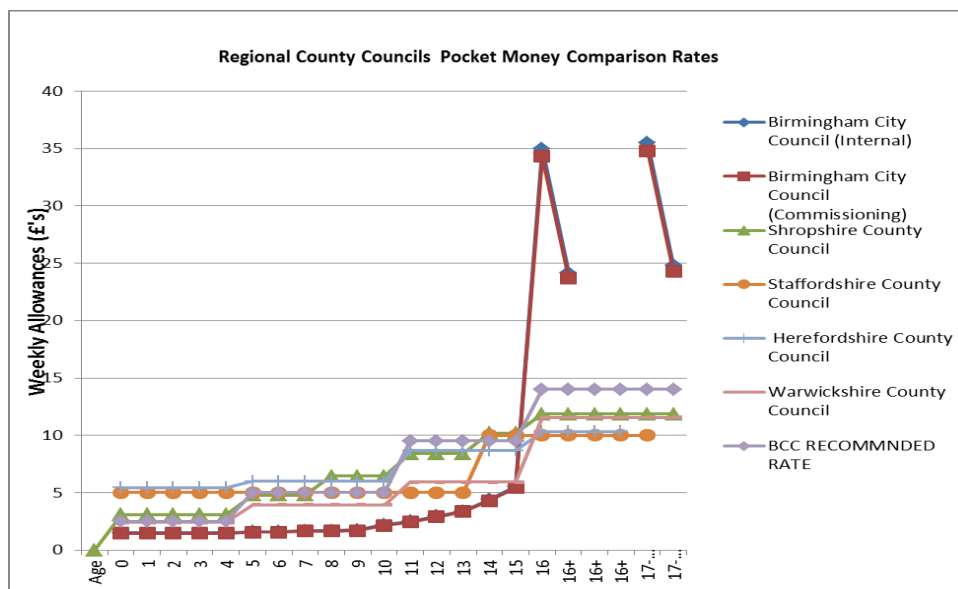
The Corporate Parenting working group listened and assigned a pocket money working group to investigate, made up of fostering team managers, finance team leads and Birmingham Foster Carers Association (BFCA). Firstly, the group was required to identify whether or not a standard policy for pocket money and savings existed across the service. It then carried out the following tasks:

- Reviewing an ongoing consultation by the CICC on pocket money rates paid to young people, and gathering feedback from them and their foster carers. The team then reviewed all the responses to get a clearer understanding of young people's perceptions.

- Reviewing the existing guidance on pocket money rates issued to children and young people within Birmingham, whether based in residential homes or foster carer homes.
- Identifying and analysing the national pocket money rates of Birmingham's statistical neighbours, Core Cities and Regional authorities.
- Once the feedback had been reviewed the working group proposed the recommendations to the Corporate Parent Working Group for setting a new pocket money rate and savings policy comparable to statistical neighbours Core Cities and Regional authority rates.
- Developing separate pocket money and savings policy documents which would standardise rates across all Birmingham's looked after service areas including, Internal Fostering, Commissioning Services, Residential fostering, and other residential settings like schools or secure units/young offender institutions.

The progress and findings from the working group were communicated periodically to the Corporate Parenting Board.

Figure 1.0 PM Regional Comparison Pocket Money rates



The pocket money working group recommended new comparable rates which on average equated to an overall increase in the weekly amounts of pocket money received by young people across the city. The policy is scheduled to go live in April 2016.

5.0 Overnight Stays

The CICC told the Corporate Parenting Board that young people in care were having difficulty arranging sleepovers or overnight stays with friends. They sometimes had to wait several weeks for social workers to agree to individual requests which meant they missed out on opportunities which were available to their peers who were not in care.

The Corporate Parenting Working Group listened and investigated the guidance which was being issued nationally by other similar local authorities and ensured Birmingham City Council's policy was consistent with this.

The guidance which followed stated that:

- The child's carer including Foster Care or Residential Care has the 'delegated authority' to agree to requests for overnight stays.
- This could be subject to certain exceptions which would normally be agreed with the social worker, carer and child and recorded in the placement plan.
- DBS checks are not normally required for overnight stays but may be needed for regular contact.

Procedure Review: A new online children's social care procedure manual for social workers and carers was launched in July 2015. This contains a section on Social Visits and Overnight Stays which includes a definition of what might constitute an overnight stay and suggested guidelines and procedure.

Birmingham City council procedures online reference link:

http://birminghamcs.proceduresonline.com/chapters/p_overnight_stays.htm

6.0 Foster Friendly Families and Friends

The Corporate Parenting Working Group investigated an initiative set-up by The Fostering Network called Foster Friendly Families, where employees who foster within an organisation who could have additional time off work to support them in their fostering.

The Corporate Parenting working group liaised with the Fostering Network Charity, the Department For Education (who are the government's first Foster Friendly employer) and BCC HR team to identify the initial requirements to adopt the initiative, and then to formulate a policy to implement it across the organisation.

6.1 BCC Supporting Foster Carers and Family & Friends Carers

Birmingham City Council has become one of fewer than 30 councils across the country to establish itself as a Foster Friendly employer. A partnership has now been secured with the University of Birmingham where BCC Foster Carers are being used as mentors.

There is no right in law to leave for fostering purposes; however, BCC is now making Fostering Leave available to support employees who are also Local Authority foster carers or family & friends carer. This is in addition to current annual leave provisions, public holiday leave, and flexi-leave where applicable. It is also separate from the current provisions for Special Leave.

Staff can access up to 10 days paid and 10 days unpaid foster carers leave per leave year if they are a:

- BCC or other Local Authority foster carer, for example temporary, short term, long term, out of hours emergency or respite fostering
- Caring for a child under a residence or special guardianship order and the child would otherwise be a BCC or other Local Authority 'looked after' child (family and friends carer)

7.0 Corporate Parenting Volunteers

The Corporate Parenting Volunteers scheme began in early 2015, based on the simple idea of pairing up Birmingham City Council's large, altruistic and dedicated workforce, and some of our 2,000 young people in care who need some extra support. In February 2015 a website, short film and basic communications campaign

<http://inline.brm.pri/corporateparenting> attracted nearly 50 staff members to pledge their support for young people in care, and in April we had our first training session for staff members to find out more.

The project evolved through 2015 from initially offering a range of options for staff members, to specifically targeting support with educational attainment in partnership with our LACES service. Two further training sessions for groups of staff were run, each attracting over 20 staff members committed to supporting young people in care.

Advised by social work colleagues, a bespoke training package has been developed by the team which gives safeguarding information, as well as information and guidance, and the opportunity to discuss issues affecting young people in care.

In November 2015 the third corporate parenting training took place where 13 further staff members committed to providing targeted support with educational attainment.

Additional training has been offered including Mentoring and Effective Relationships, and volunteers are encouraged to share ideas and advice via a Yammer group.

Feedback has been overwhelmingly positive from both young people and staff and the scheme continues to grow – raising awareness internally about young people in care and giving very practical and much needed support.

Comments from corporate parent volunteers;

John Greenwood, Business Analyst, *“So far I've helped two young people improve their maths skills so they can gain qualifications. At first I thought they would just need practical tuition, but equally they need self-confidence and a steady focus on getting where they want to be. It's not always comfortable having those conversations, and I don't pretend to be a counsellor, but I do try to boost their self-awareness at the same time as we're sorting out the algebra”.*

Lourell Harris, Corporate Performance Manager, *“My team is more of a back end function, but I wanted to do something to help. For me this seemed like a natural progression, a way to support children in care without actually working in the frontline. The young person I worked with had the aim of getting to university, but needed some support to stay on track. We met up fortnightly, with the odd text message in between. I really, really enjoyed working with her, and was so excited when she came in to thank me - and tell me that she's got her place at university”.*

8.0 Care Leavers and Apprenticeships framework / Linkages

An apprenticeships pathway for young people in care was developed by Employment & Skills team in 2014 and piloted with a group of 9nine care leavers, 4four of whom completed a full year apprenticeship within Birmingham City Council.

The Corporate Parenting Working Group has since undertaken a review in 2015 of similar good practice within other local authorities including Trafford, Derbyshire, Glasgow and Newcastle to see how they are helping to support Care Leavers to access apprenticeships.

A paper on the good practice findings was presented to Councillor Holbrook mid-December 2015 which built upon the previous recommendations from the pilot and included:

- The appointment of 3 additional dedicated Employment Advisors in the Care Leavers 18+ team who can help support this work
- The setting up a care leaver's forum.

The BCC Care Leavers 18+ Team are currently progressing an offer made by University Hospital Birmingham (UHB) to take on up to 60 young people in care or leaving care via their Learning Hub through a mixture of pre-apprenticeship training and apprenticeships.

8.1 Recommendations

An update was presented to the Corporate Parenting Working Group in August 2015 with the following recommendations:

1. As recognised for several years, specialist / dedicated careers information, advice, guidance and employment support needs to be fully integrated into the Care Leaver Team, also linking closely with LACES staff prior to the young person's transition from school to ensure continuity;
2. Closer links need to be created with BCC Public Health, to work together on meeting shared objectives around increasing young people's health and well-being through participation in training and employment; there may be opportunities for creative use of resources here.
3. There needs to be more promotion and take-up of work experience by care leavers; there is a joint DWP/BCC campaign through which any unemployed person over 18 and on benefits can go on 2 – 8 weeks work experience, with no mandation or sanctions, retaining benefits and getting travel expenses paid;
4. Foster carers need more guidance on how they can support young people in the current labour market awareness;
5. Although the viability of a separate 'Employment Charter for Care Leavers' was eventually dismissed, we need to look corporately at more targeted use of Birmingham Charter for Social Responsibility to gain employer support for the City's corporate parenting role and capture opportunities;
6. BCC needs to continue to work with DWP to improve their offer to young people leaving care, around both the services provided by DWP work coaches and the efficient handling of benefit claims.
7. A dedicated Care Leavers Employment Team is needed to coordinate the various EET opportunities available to Care Leavers. Funding to be identified for 4 workers, but this may need reviewing in the future.
8. A Care Leavers Forum should be created to oversee activities and ensure the Voice of the Care Leaver is at the heart of improvements and opportunities available.
9. Further investigate working with organisations highlighted who have supported other authorities with good practice like Catch 22 (Derbyshire – Care Leavers Charter Mark) and New Belongings (Trafford)

9.0 Pathway Planning accommodation and support

In January 2016 the CP group alongside elected members co-chaired an Initial presentation workshop held with a number of key stakeholders regarding Care Leavers Accommodation

and the Support Framework around it. Feedback was collated from the workshop and has been used to shape and inform a proposed project approach and key deliverables.

In February 2016 the corporate parenting task and finish group chaired a project meeting to agree the scope for the re-design and improvement of the Care Leaver's accommodation pathway and to start building a clear project plan for the projects key objectives. This would include:

- A clear project structure
- Agreed products
- Agreed resources needed to deliver it
- To identify risks, issues and dependencies associated with the work

The project scope covers

- Young people (from 16 and 17 year olds in care and 18-25 care leavers) for whom we are the corporate parent.
- The pathway assumes that this is likely to impact on the 15.5+ age group
- This will be an holistic view of all of the needs of young people who will be travelling the leaving care journey
- The project covers the accommodation and support pathway
- This project does not cover the wider pathway plan, unless identified for particular cohorts.
- The project does not cover the interim arrangements being put in place with 16+ supported accommodation providers

The project approach is based up Product-based planning:

- Core idea in PRINCE2 projects
- Iterative
- Looks at what needs to be produced to deliver the project

The Potential Deliverables in Service Design includes

- An as-Is Summary
 - Including current position relating to practice and commissioned services, data analysis
 - Needs Analysis
 - Future Delivery Options
 - Agreed Design Principles
 - Agreed Future Delivery Model including high-level processes

The Potential Deliverables in Practice Changes includes

- Agreed Policies
- Agreed Procedures
- Agreed Staff Guidance
- Agreed Staff Changes (if any)
- Agreed Pathway Plan
- Agreed Electronic Form Changes
- Agreed Training Plan
- Agreed Training Content
- Agreed partnership arrangements

The project is now in the phase of initial scoping before a comprehensive project initiation document (PID) is compiled and presented to the service for discussion and project approval.

10.0 CSE and Missing young people

Children running away and going missing from care, home and education is a central issue for Birmingham safeguarding children board. Current research findings estimate that 25 per cent of children and young people, who go missing are likely to suffer significant harm.

There are specific concerns about the links between children running away and the risks of sexual exploitation. Many looked after children (LAC) missing from their placements are vulnerable to sexual and other exploitation, especially children in residential care.

New policy and procedure have now been issues and the Corporate Parenting Board will be championing issues of CSE and Missing as one its 2016 priorities.

11.0 Corporate Parenting District Presentations

In 2015 the Corporate Parenting Board carried out a series of presentations to each of the 10 district ward councillors (Table 1.0) regarding what the CP board does and what are the CP responsibilities, with a view to engage the elected members and get them involved in the corporate parenting priorities across their wards.

Table 1.0 Ward Councillors

Councillor	Ward
Cllr Valerie Seabright & Cllr Debbie Clancy	Northfield
Cllr Alex Yip	Sutton Coldfield
Cllr Sharon Thompson	Ladywood
Cllr Mick Brown	Erdington
Cllr Barry Bowles	Hall Green
Cllr Sue Anderson	Yardley
Cllr Barbara Dring	Perry Barr
Cllr Susan Barnett	Selly Oak
Cllr Uzma Ahmed	Hodge Hill
Cllr Caroline Badley	Edgbaston

The presentation meetings relayed the following responsibilities, expectations and participation for corporate parenting by all the elected members.

Corporate Parenting Champions

- Meet regularly as a group
- Chair - Cllr Seabright
- Channel to the CP Board through Cllr Seabright
- Defined role
- Drive the engagement of all elected members
- Model the defined behaviours
- Participate in Task & Finish groups
- Develop and deliver Corporate Parenting responsibilities including through practical actions e.g. mentoring young people in interview techniques

Elected members

- To understand Corporate Parenting
- To be more involved
- To receive more training
- Will be held to what they need to do
- Commit to attend
- Demonstrate the defined behaviours
- More engagement with children and young people

Engagement

- Children and young people's themed and consultative events
- Focused events – on relevant serious issues
- Communication with young people – using technology
- In addition to attending CP board meetings members develop relationships with the frontline workers and with children and families
- Within the local community

Follow on steps

The follow on steps from the presentation was to launch the CP Champions group in 2015 and to arrange CP training for elected members including behaviours on the following;

- Voice of child – central to everything
- Energy
- Responsibility
- Pro-activity
- Accountability
- Engagement
- Having the same aspirations and commitment to children and young people in care as any good parent would have for their own children

12.0 Regulation 44 – Councillor's Engagement

Ensuring the safeguarding and the quality of care in Birmingham Children's homes are at the core of the Regulation 44 task. The registered person of the residential home must ensure that;

- An independent person visits the children's home at least once each month.
- The independent person must produce a report about a visit ("the independent person's report") which sets out, in particular, the independent person's opinion as to whether;

- (a) Children are effectively safeguarded; and
- (b) The conduct of the home promotes children's well-being.

Regulation 44 reports should be a reliable and regular source of external monitoring ensuring the home has the leadership, resources, skilled and supported staff to meet the needs of each child, and provide a safe, facilitating environment.

Through the corporate parenting board many elected members of Birmingham City Council have taken on the responsibility of the independent person carrying out these monthly visits.

12.1 Responsibility of Members

"We must continue unequivocally to ensure that all professional staff in the city working with children, and with families ...walk in the shoes of a child, and see the world through the eyes of a child, whenever they do something that might affect the life of a child for the better. We want their decisions to be shaped by the children and young people they serve"

- **Jane Held – Independent Chair BSCB**

"We can't put enough emphasis on the role of elected members to ensure the Council acts as an effective Corporate Parent "

- **Local Government Association**

12.2 Role of the visiting Member

- Get an understanding of what is like to live in the home
- Explore the conduct of the home rather than its implementation of policy and procedure, guidance and regulations
- Explore the culture and atmosphere of the home
- Seek young peoples' experience of living in the home
- Explore how the home is managed and staff approach to young people
- Make a judgement on how well the home is meeting the needs of the young people living there.
- Get an understanding of how other agencies support the young people and the staff

Members:

- Should hold no allegiance to adults working in the home
- Should focus the visit on the quality of care received
- Are not expected to have specialist skills
- Are not expected to be experts on legislation, childcare theories of the management of the home
- Should ask questions and explore the way the home is run
- Are free to ask apparently naïve questions – where staff cannot explain in simple words, either they do not understand it themselves or they are not being entirely open
- Should complete a report of their visit
- Should report any safeguarding concerns immediately

Following the visit by the councillors a report will be produced and e-mailed to the children's commissioning team. The report will be circulated to the Home Manager, Service Manager and Assistant Director for Children in Care Provider Services for a response. Finally, the responses will then be returned to the visiting Member.

12. 3 Other seminars for members are being arranged to raise the aware of why Children and young people come into care. The issues of CSE and missing will be highlighted.

Report to the Education and Vulnerable Children Overview and Scrutiny Committee

23 March 2015

Rights and Participation Service

Engaging children and young people in care within the scrutiny process

Purpose of the Report

To explore how scrutiny can more confidently identify and prioritise issues important to children in care and care leavers.

Scrutiny chair and colleagues requested ideas and the support from RAP Service to better engage with children in care and develop a culture of listening that would overtime increase children and young people's participation within the scrutiny process. This report will suggest a number of models and approaches (building on national examples of engagement) that will support scrutiny to better hear the voice of children in care.

Background

Scrutiny is an essential part of ensuring that local decisions are effective and accountable. Involving young people in scrutiny brings a different perspective on how well public services are delivered and how they could be improved. Young people can comment and offer their views on services from their perspective as well as contributing ideas for the future of their communities and Birmingham generally.

This scrutiny recognises that we need to go beyond traditional approaches in order to engage on a broad range of issues. Working with Rights and Participation will ensure that we recognise our corporate parenting responsibilities and bring children in care and care leavers to the forefront of our discussions.

Options

- Scrutiny will work towards identifying a scrutiny topic that is proposed by children in care. (We will work alongside Corporate Parenting Board and our Safeguarding Board to maximise a positive outcome)
- We will identify themes and approach existing young people's groups to gather their views and responses.
- We will explore and plan a young people's led scrutiny working alongside the Children in Care Council.
- Scrutiny will ensure that officers when presenting information are routinely asked how their service impacts on children in care (recognising and documenting their corporate parenting role)
- All work stream areas identified at scrutiny will include a request to officers to include data and evidence relating to our in care/care leaver population.
- Services will be asked to explain and share how the child's voice is embedded within service design, delivery and improvement

Recommendation

That Members note the information contained in this report

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List of Appendices

How can overview and scrutiny committees involve young people in their work?

'Tomorrow's people? A guide for overview and scrutiny committees about involving young people in scrutiny' looks at why involving young people is important, and the role that scrutiny committees can play.

While the report found that a great deal of good work already exists, it recommends that councils will need to go beyond 'traditional approaches' if they are to engage with young people on a broad range of issues.

"... the panel is a brilliant opportunity to express what we feel is important and to scrutinise what we want changed and improved".

A member of the Youth Scrutiny Panel at Westminster Council.

Tomorrow's people? A guide for overview and scrutiny committees about involving young people in scrutiny.

The guide goes on to show how youth engagement can feature in the scrutiny cycle and gives tips for involving young people. There are six case studies examining how young people have been involved in the accountability and review of health, anti-social behaviour, crime and deprivation. These are drawn from active scrutiny development areas being supported by the Centre for Public Scrutiny.

Other examples include Buckinghamshire County Council. Members of the Overview and Scrutiny committee spoke to young people and found that while there were several examples of good practice, youth engagement could be improved through a more coordinated approach.

[Read the report of this experience on the Centre for Public Scrutiny website.](#)

In Hackney, the council enabled young people to form a scrutiny review team which spent a week examining how young people were engaged with local democracy in the borough. Their work included a survey that went to all pupils in the borough, interviews with key councillors and officers, a focus group and a presentation to the full council.

The highlights of the process were captured in a video. In this the young people explain what they did and demonstrate how they gathered evidence and questioned a range of people, including councillors, officers, and external agencies, including the Electoral Reform

Commission. The video outlines their recommendations following the scrutiny review, such as appointing local democracy 'champions'.

[Read the report and watch the video on the London Borough of Hackney website.](#)