

Notice of Meeting

Children & Education Select Committee

**Date & time**

Thursday, 18
September 2014 at
10.35 am

Place

Ashcombe Suite,
County Hall, Kingston
upon Thames, Surrey
KT1 2DN

Contact

Andrew Spragg or Rianna
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This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Andrew Spragg or Rianna Hanford on 020 8213 2673 or 020 8213 2662.

Elected Members

Dr Zully Grant-Duff (Chairman), Mr Denis Fuller (Vice-Chairman), Mrs Liz Bowes, Mr Ben Carasco, Mr Robert Evans, Mr David Goodwin, Mr Ken Gulati, Mrs Margaret Hicks, Mr Colin Kemp, Mrs Mary Lewis, Mrs Marsha Moseley and Mr Chris Townsend

Independent Representatives:

Cecile White (Parent Governor Representative), Duncan Hewson (Parent Governor Representative), Derek Holbird (Diocesan Representative for the Anglican Church) and Mary Reynolds (Diocesan Representative for the Catholic Church)

TERMS OF REFERENCE

The Committee is responsible for the following areas:

Children's Services (including Looked after children, Fostering, Adoption, Child Protection, Children with disabilities, and Transition)

Schools and Learning

Services for Young People (including Surrey Youth Support Service)

AGENDA

1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

2 MINUTES OF THE PREVIOUS MEETING: 10 JULY 2014

(Pages 1
- 8)

To agree the minutes as a true record of the meeting.

3 DECLARATIONS OF INTEREST

To receive any declarations of disclosable pecuniary interests from Members in respect of any item to be considered at the meeting.

Notes:

- In line with the Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012, declarations may relate to the interest of the member, or the member's spouse or civil partner, or a person with whom the member is living as husband or wife, or a person with whom the member is living as if they were civil partners and the member is aware they have the interest.
- Members need only disclose interests not currently listed on the Register of Disclosable Pecuniary Interests.
- Members must notify the Monitoring Officer of any interests disclosed at the meeting so they may be added to the Register.
- Members are reminded that they must not participate in any item where they have a disclosable pecuniary interest.

4 QUESTIONS AND PETITIONS

To receive any questions or petitions.

Notes:

1. The deadline for Member's questions is 12.00pm four working days before the meeting (Friday 12 September 2014).
2. The deadline for public questions is seven days before the meeting (*Thursday 11 September*).
3. The deadline for petitions was 14 days before the meeting, and no petitions have been received.

5 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SELECT COMMITTEE

The recommendations made at the last meeting will be made to Cabinet on 23 September 2014, alongside the Cabinet paper on the recommissioning of Services for Young People. A response will be included in the next Committee meeting papers.

6 SPECIAL EDUCATIONAL NEEDS AND DISABILITY UPDATE

(Pages 9
- 30)

Purpose of the report:

This report provides an overview of the changes required in relation to the services for children and young people in Surrey with Special Educational Needs and / or disability.

The meeting will be structured in the following way:

Understanding the role of the Council in the SEND support system

In attendance –

Surrey County Council officers and Cabinet Members

Understanding families' experiences in the SEND support system

In attendance –

FamilyVoice Representative
The Parent Partnership Representative

Understanding partners' roles in the SEND support system

In attendance –

School Phase Council representatives
Further Education College representatives
Guildford & Waverley CCG

7 PERFORMANCE AND FINANCE SUB-GROUP (Pages 31 - 32)

Purpose of the report: Scrutiny of Services and Budgets

The Chairman will appoint a Performance & Finance sub-group to carry out reviews of service budgets as part of this year's business planning process.

8 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME (Pages 33 - 58)

The Committee is asked to monitor progress on the implementation of recommendations from previous meetings, and to review its Forward Work Programme.

9 DATE OF NEXT MEETING

The next meeting of the Committee will be held at 10.00am on Thursday 27 November 2014.

MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE

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Thank you for your co-operation

MINUTES of the meeting of the **CHILDREN & EDUCATION SELECT COMMITTEE** held at 10.00 am on 10 July 2014 at Ashcombe Suite, County Hall, Kingston upon Thames, Surrey KT1 2DN.

These minutes are subject to confirmation by the Committee at its meeting on Thursday, 18 September 2014.

Elected Members:

* Dr Zully Grant-Duff (Chairman)
 * Mr Denis Fuller (Vice-Chairman)
 * Mrs Liz Bowes
 * Mr Ben Carasco
 * Mr Robert Evans
 A Mr David Goodwin
 * Mr Ken Gulati
 A Mrs Margaret Hicks
 * Mr Colin Kemp
 * Mrs Mary Lewis
 A Mrs Marsha Moseley
 A Mr Chris Townsend

Ex officio Members:

Mrs Sally Ann B Marks, Vice Chairman of the County Council
 Mr David Munro, Chairman of the County Council

Co-opted Members:

Cecile White
 Duncan Hewson
 Derek Holbird
 Mary Reynolds

Substitute Members:

Ernest Mallett
 Fiona White

In attendance

Mrs Linda Kemeny, Cabinet Member for Schools and Learning
 Mrs Clare Curran, Cabinet Associate for Children, Schools and Families

33/14 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]

Apologies were received from David Goodwin, Marsha Moseley, Chris Townsend, Cecile White, Derek Holbird, and Mary Reynolds.

Mary Angell, Cabinet Member for Children and Families also gave her apologies.

Fiona White substituted for David Goodwin and Ernest Mallet substituted for Chris Townsend.

34/14 MINUTES OF THE PREVIOUS MEETING: 14 MAY 2014 [Item 2]

The minutes were agreed as an accurate record of the meeting.

35/14 DECLARATIONS OF INTEREST [Item 3]

There were no declarations of any pecuniary interests. However, it was requested that the following points were noted:

- Fiona White advised that she is a governor at Kings College and a member of the management committee at the Willows Short Stay School.
- Robert Evans advised that he is a teacher at a special needs school, however, it did not come under the Council's jurisdiction.
- Denis Fuller declared that he is on the board the Lifetrain Trust

36/14 QUESTIONS AND PETITIONS [Item 4]

There were no questions or petitions.

37/14 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SELECT COMMITTEE [Item 5]

There were no referrals to Cabinet at the last meeting, so there were no responses to report.

38/14 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME [Item 6]

Witnesses: None.

Key points raised during the discussion:

1. The following members volunteered to join the School Governance Task Group:
 - Chris Townsend
 - Mary Lewis
 - Denis Fuller
 - Colin Kemp

And also:

- Sean Whetstone – who was proposed as a co-optee
2. The Committee discussed possible witnesses to contribute to the work of the Task Group. This included representatives from teaching unions and Babcock 4s. It was commented that these suggestions would be given consideration by the Task Group as part of the scoping process.
 3. It was highlighted that the recent work of the Young Carers' Research Group could be developed, following the report taken to the Adult Social Care Select Committee on 26 June 2014. The Chairman commented that this would be considered as part of the Committee's future work programme.

39/14 KEY STAGE 5: PARTICIPATION, PROGRESSION AND ATTAINMENT [Item 7]

Witnesses:

Joanne Lloyd-Aziz, Performance and Intelligence Manager
 Robert Atkins, Performance and Intelligence Manager
 Frank Offer, Head of Commissioning and Development
 Garath Symonds, Assistant Director for Young People

Key Points Raised During the Discussion:

1. The Head of Commissioning and Development introduced his report to the committee, and emphasised that Surrey has the lowest number of NEETS in England. It was highlighted that the raising of the participation age had been an event that happens once in a generation.
2. The Committee commented that the improvement in A-Level results was positive. However, it was noted that Surrey was still under-performing when compared to statistical neighbours, in regard to A-Level results. The Committee commented that more advice and guidance is needed for young people progressing into further education. Officers highlighted that a new joint venture to provide advice and guidance to young people was proposed as part of the recommissioning of Services for Young People, as evidence suggested that the current model was not comprehensive enough. Officers outlined that all young people had access to online advice and guidance, and that work was being undertaken to develop a consistent face-to-face information, advice and guidance offer for schools. The Committee commented that support should be offered to young people just starting their GCSEs, around year 8 or 9.
3. It was noted that national statistics showed that progression to Higher Education had improved from 40%-61%. It was commented by officers that this information was not detailed or recent enough to draw comprehensive conclusions. However, it was highlighted that work could be undertaken to further investigate patterns of progression into Higher Education.
4. The Committee was informed that employers were keen to employ young people after completing their A-Levels, but before Higher Education, as on the job training such as apprenticeships were more sought after. It was also noted that there is no evidence to draw conclusions regarding young people progressing into independent schools, but this is estimated at 20%.

5. It was discussed that gaining information on what young people have progressed onto can be difficult, particularly where students were of an adult age. It was highlighted that secondary school Head Teachers would have information on student progression and that more data sharing should be encouraged.

Recommendations

The Committee notes the participation, progression and attainment outcomes detailed in the report, and recommends:

- That the service be congratulated on the high level of participation achieved in light of the recent raising of the participation age.
- That officers engage with all KS5 provisions to undertake further investigation into the patterns of progression for young people in Surrey, in order to gain an understanding of how this could influence future Information, Advice & Guidance provision to encourage the highest aspirations for Surrey young people.
- That officers ensure future Information, Advice & Guidance provision places an emphasis on face-to-face provision, and engages with students prior to choosing GCSE options

40/14 CREATING OPPORTUNITIES FOR YOUNG PEOPLE: RECOMMISSIONING FOR 2015-2020 [Item 8]

Witnesses:

Frank Offer, Head of Commissioning and Development
Garath Symonds, Assistant Director for Young People

Key Points Raised During the Discussion:

1. The Head of Commissioning and Development outlined a number of proposals concerning the recommissioning of Services for Young People. It was highlighted that the provision of face-to-face advice for young people regarding careers and education would encourage greater quality and ownership. This would link to an online youth platform, providing opportunities and accessible information. Officers gave an overview of time banking which encouraged young people to volunteer. Officers gave as an example young people volunteering to support Adult Social Care services, and so help to breakdown the intergenerational divide and lead to improved outcomes through the Family, Friends & Community Support initiative.
2. The Committee was informed that there was scope to share resources and improved outcomes with other services. The co-location of Public Health sexual health advice provision in youth centres was cited as a specific example of this.
3. The Committee was told that the service was setting out proposals for changes to the current model of delivery. Officers expressed the view that these would ensure the quality of provisions was improved and that bringing the Centre-based Youth Work Service in-house would

make services more accessible and enable future innovation. Concern was expressed regarding the implications that may arise from such changes, including the concern of working on different timescales and the chance of the quality of services being affected. Officers responded that staff and partners are excited about the developments and that they were working with the team in question to ensure positive change. The Committee queried whether a five-year commissioning cycle presented a risk if the commissioned services were not performing. Officers clarified that, although the contracts would be for five years, they would have suitable break clauses in relation to performance and outcomes.

4. The Committee highlighted the potential for local business and community expertise to contribute towards developing social enterprises with young people.

Recommendations

- That Cabinet supports the proposal concerning bringing the provision of Centre-based Youth Work Service in-house, but also notes the need to ensure continuity and employment security for the high quality staff that deliver these services.
- That the Cabinet support proposals concerning social enterprises and time banks, and encourages officers to consider how community business expertise and experience can be utilised to support these activities.

In order to build an evidence base for how public savings are shared across services within the Council, and other public sector bodies, it is recommended:

- That officers bring a future report to the Committee demonstrating the benefits in improved outcomes through engaging with Health & Wellbeing partners, such as Public Health, in sharing youth centre provision and resource.
- That officers explore with Adult Social Care how the benefits of Time Banks can be evidenced as impacting on the savings required as part of the Family, Friends & Community Support project.

41/14 DEVELOPING THE FIRST UNIVERSITY TECHNICAL COLLEGE IN SURREY [Item 9]

Witnesses:

Frank Offer, Head of Commissioning and Development

Garath Symonds, Assistant Director for Young People

P-J Wilkinson, Assistant Director for Schools and Learning

Key Points Raised During the Discussion:

1. The Head of Commissioning and Development introduced the report and added that key partners have been confirmed including CGI, SATRO and Royal Holloway College. After a question was raised regarding academic selectivity it was noted that the University Technical College (UTC) would have an admission policy that was not academically selective, instead candidates would have a discussion and placement would be based on the student's choice. It was queried how this was distinct from an interview, and officers clarified that whereas following an interview an offer is made by the institution, following a discussion the student is invited to consider whether the institution would be their choice. Officers explained the admissions policy would reflect the anticipated initial levels of demand.
2. The Committee was informed that the UTC would be sub-regional and have defined catchment areas, as the UTC became more popular catchment areas may extend.
3. The Committee was told that the UTC is being developed through a close collaboration between Royal Holloway College, Guildford College of Further and Higher Education, Enterprise M3 Local Enterprise Partnership and Surrey County Council. It would be closely involved and projects would be organised for students to undertake work-based employment, in order to gain real life skills.
4. The Assistant Director for Schools and Learning noted that where UTC will be sited faces strong competition from existing schools; and that its success would need to be established over time. Members expressed concern around the possible issues that could arise with regards to the UTC's student capacity not being met. Officers recognised this, but expressed confidence that the UTC would achieve capacity as its reputation grew.
5. The Committee discussed how the Council would continue to influence the UTC following its establishment. It was highlighted that it would operate as an autonomous body, but that the Council would have a governance responsibility alongside other key partners.

Recommendations

That Cabinet supports the proposal for the establishment of Surrey's first University Technical College. It is asked to consider:

- How the Council can support the UTC to ensure capacity is met in future years;
- How positive, collaborative dialogue can be developed between the UTC and local schools and colleges, to ensure they work in partnership; and
- How the benefits of vocational education are communicated to young people and their families.

Witnesses:

Dominic Forbes, Planning and Development Group Manager
P-J Wilkinson, Assistant Director for Schools and Learning

Key Points Raised During the Discussion:

1. The Committee discussed the different methods of travelling to school other than driving; this included cycling. The Committee expressed the view that it was not safe for children under eleven to cycle to school. It was also noted that a flexible approach was required to reflect the variation between different school sites and their respective locations. The Committee discussed how parent behaviour could be altered over time; different methods were considered including fines from parking attendants and designated parking areas to park and then walk.
2. Members expressed the view that more money should be spent on public transport, this included improving the regularity of bus routes. It was added that Community Infrastructure Levy (CIL) could be used to improve school transport options. It was added that some schools had not engaged with improving pick up and drop offs. Members commented that parking enforcement was the responsibility of district and borough councils, and not individual schools.
3. The Cabinet Member for Schools and Learning commented that school parking was a sensitive area, and made a number of suggestions as to how schools could engage with improving school transport issues. The Committee was informed that the role of the Sustainability Community Engagement Team was integral, and that they should be involved in the early stages of planning.

Recommendations

The Committee acknowledges the complexity of transport considerations in relation to the planning for the Schools Place Programme, and commends an approach that recognises local factors and influences. It recommends:

- That officers consider how partners can be encouraged to make use of the Community Infrastructure Levy to support school transport initiatives.
- That officers engage with District & Borough partners in how parking enforcement can minimise the impact of school transport issues.
- That, in relation to action 12 of the Transport Strategy, planned school expansion is taken into consideration when reviewing current public bus routes, and other public transport provisions.
- That any future parking review gives consideration to a flexible approach in relation to school pick up/drop off points.
- That Local Committees are provided information on impacts to public transport, as part of any future engagement arrangements on planning applications concerning schools.
- That the Sustainability Community Engagement Team is involved earlier in the process for delivery of school places map.

43/14 DATE OF NEXT MEETING [Item 11]

The Committee noted that the date of the next meeting would be 18 September 2014 at 10:00am

Meeting ended at: 1.04 pm

Chairman



**Children & Education Select Committee
18 September 2014
Special educational needs and disability update**

Purpose of the report: This report provides an overview of the changes required in relation to the services for children and young people in Surrey with Special Educational Needs and / or disability.

Introduction:

1. The Children and Families Act 2014 will introduce a radical change to the way that services for children and young people with special educational needs and disabilities (SEND) are delivered. This report provides an overview of Surrey's readiness for the implementation of the new legislation from 1 September 2014 and describes the further steps planned for its complete adoption.

Background

2. The current system for managing the assessment of young people's special educational needs and for determining suitable provision to meet these needs was introduced by the Education Act, 1981 following on from the 1978 "Warnock Report" commissioned by central government. That system was based on the notions that all children are educable, the special educational needs could be met in mainstream as well as special schools, and that children should be assessed as individuals rather than designated under categories. The 1981 legislation introduced the notion of a "statement" which would describe the individual needs and entitlements of the child that was its subject.
3. While the primary duties under the 1981 Act rested with local education authorities, the system that arose from it involved significant contributions from other agencies, such as health authorities and trusts and social services departments. In the further education sector (which was outside the scope of the act) a number of parallel arrangements evolved. Special educational needs and disabilities has thus become an area of individual agency and collective partnership working, and issues around this working have preoccupied professionals over a number of years. Commissioning and service delivery has been

determined by a number of key stakeholders with a variety of funding streams; some of which were previously ring fenced grants.

4. The 1981 legislation has, over time, raised public expectations in terms of choice, quality, availability and quantity of services. The Coalition Government announced its intention to introduce new legislation in 2011 and this has coincided with a period of reducing public funds.
5. Surrey was one of a series of "Pathfinder" authorities working with the Department for Education in exploring and preparing for the new systems. The new legislation will introduce many changes to the current (August 2014) system, including "Education, Health and Care Plans" in place of "Statements", a published "Local Offer", an increased age-range (potentially 0-25), and an approach that is joined-up, person-centred and outcome-orientated. Readiness for September 2014 has seen significant partnership work focussed through Pathfinder workstreams to ensure that the key legislative requirements of the Children and Families Act can be implemented.
6. Key stakeholders in this process include: children, young people and their families; the local authority; the school community; the National Health Service; early years settings; further education colleges; and support and advocacy groups.

September 2014 requirements (Phase 1)

7. The following are basic to the introduction of the new national system:
 - Local offers, describing special educational needs provision available to the area, must be published;
 - New joint commissioning arrangements must be established;
 - New education, health and care assessment and planning starts for new entrants;
 - A personal budget offer must be made to accompany new EHCPs;
 - Mediation arrangements must be in place;
 - LA's must publish plans for transferring young people from statements to education, health and care plans.

Additionally:

- Young people (post 16) with Learning Difficulty Assessments transfer to the new system (September 2014-2016)
- Children and young people with statements of SEN transfer to the new system (September 2014-2018)

- New duties for young offenders with SEND commence (April 2015)

Next steps: Phase 2

8. The new SEND system is complex and far-reaching. It requires consideration of numerous separate but inter-related parts to ensure better outcomes for children and young people with special needs and / or disabilities. To date much work has been done on parts of the system ranging from specific short breaks reviews and speech and language reviews, to the devising of new systems and processes as well as learning about the experiences of some service users and their families.
9. Phase 2 offers the opportunity build upon the foundations of the new system so that SEND arrangements in Surrey are inclusive, effective and affordable going forward. From the strategic umbrella of a shared SEND strategy all activity will be brought together as a 0-25 SEND service. Key areas of focus and discussion will include:
 - An inclusive approach;
 - An early help approach;
 - A pathway approach - from point of identification or diagnosis through all changes to transition into adulthood;
 - Personalisation;
 - An integrated approach;
 - Joint commissioning between services;
 - Whole system short break and boarding reviews (building on those already recently completed).

Conclusions:

10. Much work has been undertaken to prepare for the system changes required for September 2014 in relation to SEND. Implementation will no doubt highlight various challenges. Phase 2 will be overseen by the new strategic SEND governance Board.
11. The remit of the SEND Governance Board will be:
 - a. to identify and develop the SEND strategy for Surrey and direct the implementation of the strategic plan for SEND;
 - b. to oversee the implementation of the new legislation ("SEND14") and progress towards an integrated Surrey service and joint commissioning delivery models beyond 2014;

- c. to work with schools and the Surrey Schools Forum to reduce demand on the High Needs Block within the Designated Schools Grant over a three year period;
- d. to be responsible for leading cultural change regarding SEND partnership working and service delivery;
- e. to clarify the shared responsibility across agencies, for SEND cost savings;
- f. to review the joint strategic needs analysis as it applies to special educational needs and disabilities;
- g. to identify those 'reference groups' currently supporting SEND work, confirm membership and direct the ongoing activities of relevant groups;
- h. to issue further briefing and positioning papers to go to Cabinet outlining the strategic direction/partnership vision for Surrey's SEND service provision

Recommendations:

That the Select Committee note the position to date and determine a future timetable of review.

Next steps:

Identify future actions and dates. That SEND Phase 2 is taken forward, governed by the SEND Strategic Governance Board.

Report contact:

Caroline Budden, Assistant Director, Children's Services and Safeguarding
 Peter-John Wilkinson, Assistant Director, Schools and Learning
 Jane Barker, Joint Head of Additional and Special Educational Needs

Contact details:

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 Peter-John Wilkinson, peterjohn.wilkinson@surreycc.gov.uk, 020 8541 9907
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Annexes: Annex 1 – "A guide to SEND 2014"

Sources/background papers:

Children and Families Act, 2014
 Education Act, 1981
 Report of the Committee of Enquiry into the Education of Handicapped Children and Young People, 1978 (known as the Warnock Report)

SEND

SURREY



6



A guide to **SEND 14**



Contents

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4. Surrey's SEND local offer
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6. Supporting children and young people with special educational needs and disability (SEND) in Surrey
7. Working with Surrey's new education, health and care plan (EHCP) process
8. Working with Surrey's new EHCP
9. What happens if a child or young person already has a statement of special educational needs (SEN) or a learning difficulty assessment (LDA)?
10. Mediation
11. Paediatric therapies
12. Joint commissioning

1. Introduction

This guide is an introductory booklet for all stakeholders with an interest in the changes to the special educational needs and disability (SEND) support system under the Children and Families Act 2014. It is intended to provide a brief introduction to some of the main changes and how Surrey plans to implement them. It is not intended to provide the detailed information that will be found within Surrey's SEND local offer or through training. However, links are provided throughout to more detailed documentation.

2. What are the main changes under the new legislation?

Families have been telling us locally, and across the country, that they sometimes find it hard to get the support they need because they do not find services very 'joined up' in the way they work. This means that they often have to tell their story repeatedly and manage relationships with a range of different practitioners. The Government has introduced legislation (the Children and Families Act, 2014) that requires us to work in a new, more co-ordinated way from September 2014.

Surrey became part of the SE7 Pathfinder (SE7 are seven local authorities working together) to trial the new legislation ahead of September and has been working in partnership with all services and representative families and young people to co-design the new system.

The main changes under the new legislation are that young people with SEND (whose needs are at a high level and meet criteria) will be supported by a new single education, health and care plan 0-25 (instead of the current 'statements of special educational needs (SEN)'). Families will be more actively engaged in reviewing and accessing the services available to them through the local offer.

To guide our work on this, we agreed a vision statement with the families and partners who have been part of this work:

'We believe that the best outcomes for young people and children with high support needs, special educational needs or disabilities are secured by working together in an honest and effective partnership that includes families, the voluntary and community sector, education, social care and health. We want young people, children and their families to have a good experience of the support system, including at key transition points. We want them to be confident in the system, knowing that they will be listened to and that it will provide what is needed in a timely



fashion. Children, young people and families will play a key role in decision-making. Services will be co-ordinated around the needs of the young person and accessed through a single integrated assessment pathway and plan. We believe that the best partnership is one that considers impact, cost, fairness, value for money and realistic parameters around choice. We aim to enable every child and young person to contribute and achieve more than they thought possible.'

What will be the main changes under the new legislation?

- Education, health and care plans (EHCP) to replace statements of SEN /learning disability assessments (LDAs).
- A single category 'SEN support' to replace Action and Action Plus categories.
- The areas of SEN needs that may be identified are: communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and/or physical needs.
- Greater focus on outcomes as the basis for a support plan.
- 0-25 system.
- The new plans should look forward to key transition points and support a more successful transition to adulthood.
- There is a requirement on the local authority to publish a local offer of SEND services.
- The new code of practice includes young offenders with SEN.
- Personal budgets (see relevant section).

What stays the same?

- Definition of SEN.
- Majority of children and young people have their needs met through their mainstream education settings or providers.
- Duties under the Equality Act 2010.
- Admissions .
- Right to request school (with some small alterations) and reasons to refuse place.
- Statutory requirements for special educational needs co-ordinator (SENCO).

You can view the full code of practice on the Department for Education website:
www.gov.uk/government/publications/send-code-of-practice-0-to-25



3. Personal budgets

An education, health and care plan (EHCP) personal budget is an amount of money to support the achievement of all, or some, of the outcomes set out in the EHCP.

A personal budget enables support offered to a child/young person to be personalised to meet individual learning needs. It could add to existing learning support, funding some specialist input, funding work experience or work-based learning opportunities and/or add to the technology available to a pupil/student supporting their preferred learning style. One clear exclusion is that a personal budget cannot be used to buy a school place.

Parent carers of children and young people who have an EHCP assessment underway, or where a current statement of SEN is at the point of annual review, can request a personal budget. Additionally, young people aged 16 and over are able to request a personal budget in their own right. There is no obligation to have a personal budget, and requesting to have one is optional. The level of personal budget will vary and be dependent on the support and provision outlined in the EHCP, with the budget requested and provided in various ways.

All requests for a personal budget will be considered and decisions made in line with the locally agreed personal budgets policy available through the local offer.

Personal budgets in Surrey

Once formal consultation has taken place Surrey's personal budgets policy, plus more detailed information, will be available through the local offer. However, in Surrey and elsewhere in the majority of cases, SEN personal budgets will be implemented and utilised by children and young people within the mainstream education sector, as specialist and personalised arrangements and provision are available elsewhere (resourced units and special schools/colleges). Where families wish to employ support for delivery of provision on education premises, this can only happen with the formal agreement of the headteacher or principal. In the absence of this agreement it cannot go ahead in that form.



4. Surrey's SEND local offer

What is the local offer?

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. More importantly, it will provide a way for families and young people to engage more easily with services that can benefit them. The offer will include provision from birth to 25 across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services, including schools, colleges, health and social care agencies.

The local offer is being put together by Surrey County Council in partnership with young people and their families, and agencies and organisations that support them. This is known as co-production.

The local offer will be published on a dedicated website from September 2014, but it may take some time to build it up to its full potential. In the meantime, information, updates and an opportunity to give us your view can be found at www.surreycc.gov.uk/sendlocaloffer.

5. Changes to funding

Schools

In preparation for the changes in SEN legislation, a more consistent approach to SEN funding is now in place. This funding is made up of three elements, as follows:

1. Mainstream schools receive funding for all their pupils of around £4,000 per child per year.
2. Mainstream schools also receive a SEN budget each year to enable them to provide additional learning support for any pupil that needs it, up to a level of around £6,000 per year (School Funding Reform: Arrangements for 2013/14). This means that in total schools can spend up to £10,000 per year on supporting a child with SEN without needing to ask for an EHCP. The school's local offer should explain the type of support it is able to provide.
3. If a child requires more than £10,000 of support per year, the local authority can provide 'top up' funding if the child has an EHCP. The amount of top-up

funding is determined through reference to the local authority's banding matrix, which describes the arrangements required to meet a child's SEN. It indicates the appropriate level of top up funding for each child's needs across bands 1 to 4. This banding approach is also used for agreeing the funding of special schools and specialist centres.

Post-16 further education (FE)

The Children and Families Act 2014 proposes a more integrated approach to provision for children and young people with SEND across the 0-25 age range. As part of this change, funding of education and training for young people aged 16-25 in further education (FE college, 6th form college, independent specialist college) changed in 2013 to bring in a more consistent approach to funding.

Young people aged 16-25 moving from statutory schooling into non-statutory further education will be following individual programmes that centre around the young person's own aspirations, interests, strengths, capabilities and needs. It is recognised that support at college will be unique for each young person and needs will not only vary according to individual circumstances, but will change over time as they get older and approach adult life. Further education is therefore funded on an individual needs basis to ensure successful individual outcomes.

Colleges receive an allocation based on a national funding formula for their core provision. They also have additional funding for students with additional needs, including those with SEND in their main allocation single line budget. Colleges are expected to provide appropriate, high quality SEN support using all available resources.

If a college identifies that a young person aged 19-25 with an EHCP or aged 16-19 without an EHCP receiving education at their institution is in need of additional support, they must first explore the local offer and have been through an early help assessment (EHA).

If, having exhausted these options, the college can evidence that the young person's additional support exceeds £11,000 then high needs student (HNS) funding will be granted. Surrey County Council agrees the level of HNS funding based on evidence provided by the college of the young person's individual support needs and the efficient use of resources, in the schedule 2, individual placement agreement (IPA). The funding is split in to three elements: element 1 (approx £5,000), element 2



(£6,000), which are paid directly by the Education Funding Agency and element 3 'top up funding' that is agreed on an individual need basis.

It is expected that mainstream colleges will be able to provide the resources to support young people with SEND. However, a young person has the right to request that a provider is named in their EHCP. Surrey County Council will **only** consider a placement at an independent specialist college in the following circumstances:

- The provision is suitable for the young person's age, ability, aptitude or SEN and is an efficient use of resources and/or,
- It is determined that the local college is unsuitable for the young person's age, ability or aptitude or SEN or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others.

6. Supporting children and young people with SEND in Surrey

- Children and young people should access the provision they need in a timely fashion, that is, as close to the point of need as possible.
- Provision should be linked to progress towards agreed outcomes.
- An outcome is the benefit or difference made to an individual as a result of an intervention.
- When agreeing outcomes, it is important to consider both what is important to the child or young person and what is important for them as judged by others.
- Decisions should be made based on clear and transparent criteria.

The new code of practice explains that most children with SEN will achieve their outcomes through the arrangements that can be available to them without the need for an EHCP. Schools and colleges are provided with resources in their delegated budget which they can use to support children and young people with additional and special needs. More information about how they might provide this support is described in their local offers.

If a child or young person is identified as having SEN, the support should take the form of a cycle of assessing, planning, doing and reviewing. There may need to be more frequent reviews and more specialist expertise in successive cycles to match interventions to the SEN of the child or young person. If the child or young person is

still making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHCP is needed.

This approach is known as a graduated response and is captured in a pathway plan, which helps the education setting record the child or young person's progress and, if necessary, forms the basis for an EHCP request. The process is represented in the diagram below.

More detail on the support arrangements that can be accessed without the need for an EHCP and when an EHCP might be necessary in order to deliver the provision arrangements necessary to support a child or young person to achieve their outcomes is set out in the document 'The Right Provision at the Right Time' which is available at www.surreycc.gov.uk/sendchanges.



Wave 1 (Supported by Inclusion)

Entry setting

Discussion with parent/child or young person

- Attended by class teacher/lecturer/professional if appropriate.
- Use person centred approach to establish strengths and difficulties.

Agreed outcomes, next steps

- Captured in plan.
- School demonstrates effective assessment tools used.
- Supported by school based local offer, early years/FE

Review

- How far outcomes achieved (evidence).
 - Next steps.
 - Costed provision.
- Attended by parents/child or young person/class teacher/ lecturer/ professionals if required.

R

Monitoring

Exit

Adjust or repeat

Increased graduated response

Wave

Wave 2/3

Early help assessment

Timescales to be agreed with parent (where appropriate) - generally to be reviewed at this stage.

Review

- Unmet need/outcomes cannot be met through current arrangements.

**Further outcome focused assessment
Specialised assessments from external agencies/professionals**

- Evidence needed?
- Quality assurance

**Team around the child 1
Agreed outcomes, next steps, review**

- Assessment of progress towards outcomes.
 - Person centred approach.
 - Evidence of implementation.
 - Costed provision map.
- Include local offer arrangements.

R

Good progress
Return to Wave 1

Adjust or repeat

Notification of request for EHCP triggers EHCP coordinator and team around the child 2

R = disagreement resolution

7. Working with Surrey's new EHCP process

If the child or young person continues to make inadequate progress, the route forward is through the early help assessment (EHA) in order to ensure a multi-agency perspective is taken from the beginning. This may mean drawing on an existing EHA or initiating a new one.

Education settings enquire if there is an existing EHA or any other existing health or social care assessments. If there is already a child and family assessment in place, then this information will be used to support the team around the child (TAC) meeting. Otherwise information from the EHA will be used.

A TAC meeting is then organised by the EHCP coordinator. The family is central to this meeting and it is important that the representatives of all other key agencies working with the child are in attendance, as indicated by the EHA.

The main purpose of this meeting is to understand from a multi-agency perspective what the unmet needs are, how they impact on each other and what is the most appropriate route forward. This meeting will review how resources have been allocated and used so far and how well outcomes have been met. The EHCP coordinator, informed by the TAC, will advise the designated local authority professional who decides whether to conduct statutory assessment.

At the heart of this process is the family's relationship with the EHCP coordinator who supports them through the process and co-produces the plan with them. The discussion with the family also includes initial consideration of a personal budget.

The 'golden thread' of a person-centred planning approach is that the EHCP coordinator, who develops a relationship with the family through the statutory planning process and is familiar with their circumstances and aspirations, is also the plan writer in order to secure a set of agreed, person-centred outcomes as described by the new legislation.

The draft plan and the resources to support it will need to be agreed by a partnership resources forum that includes a parent representative and is enabled to make budget decisions for all the agencies represented in the plan. Decisions about education resource banding, personal budgets and type of placement will be signed off here.

A statutory period (15 calendar days) for final consultation and senior management sign-off will be followed by short-term or next steps action planning and review that will involve the setting identified in the plan.



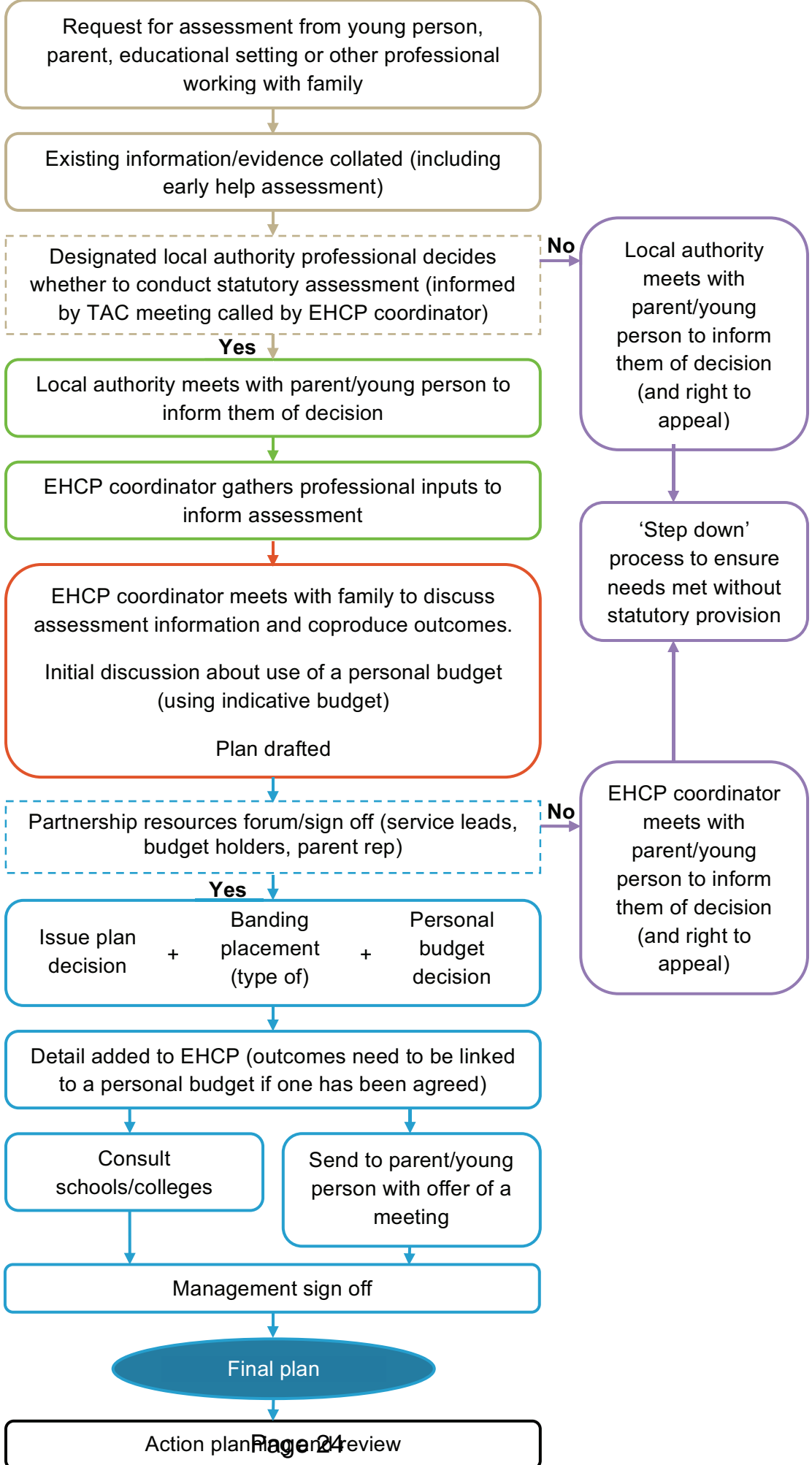
Education, health and care plan (EHCP) process

6

Statutory deadlines



Local authority timescales



8. Working with the new EHCP

What does Surrey's EHCP template look like?

The Surrey EHCP template attempts to give a fuller picture of the child or young person's strengths as well as their difficulties. It enables the family and the child or young person to have much more of an input into the plan. It starts with a one page profile and information about the family and then includes assessment information and the plan itself. The plan is constructed around person-centred outcomes agreed with the family and child or young person. A summary of the content of the plan is included below but the full document can be viewed at www.surreycc.gov.uk/sendchanges. This summary is intended to give a brief overview of this document and not to give a full description of the supporting activity that will go into its production.

The pathway plan, which is used to record the child or young person's progress through earlier cycles of assess/plan/do/review, has been designed to complement the new EHCP template and to streamline the required documentation.



Outline of education, health and care plan (EHCP)

One page profile

Photo, what is important to the child or young person (CYP) and how to support them.

6 My Surrey education, health and care plan

CYP and family's further details, a summary of their story, their aspirations and how they have participated in the plan.

My special educational needs

A summary of the CYP's main special educational needs and more detailed information about: cognition and learning, communication and interaction, social, mental and emotional health, sensory and physical.

My health needs

A description of CYP's health needs that result in SEN and other health needs that are non - educational

My social care needs

A description of CYP's social care needs that result in SEN, parental needs to support CYP as identified in social care assessment and CYP's non-educational social care needs

My outcomes

CYP's outcomes described under the following four themes:

1. Learning and development/learning skills and moving into employment needs.
2. Home and independence needs.
3. Health and wellbeing needs.
4. Friends, relationships and community needs.

Outcomes are linked to need, actions to support outcome are then given including by whom, by when, the type of provision and what success will look like.

Includes arrangements for reviewing outcomes and setting and monitoring 'my action plan'.

My resources

Outcomes for additional resource are grouped under education, health and social care. Includes support arrangements, proposed allocation and personal budget.

Education placement

Contact details of education placement and the level of support/banding information.

My personal budget

CYP's personal budget support plan (if relevant).

Sign off page

Lists who the plan can be shared with and the signatures of those who have agreed the plan.

Appendices

All supporting documents attached.

Additional supporting document

My action plan

Next steps and short term targets listed and then described how they will be supported, by when and what will success look like.

Surrey education, health and care plan for: Beth



What people like about me and what I like about myself

- She is clever and cool
- She is funny
Beth is very pretty and always kind
- She is trendy and sporty
- She is happy and thoughtful
- She is fun to be with

- I am good at playing piano



What is important to me

- Drawing with water pastels and doing pictures.
- Chatting to my friends in Golden Time.
- Playing with Siobhan, Heather, Abbey and Sophie.
 - Playing with my Bratz dolls.
- Watching TV - my favourite is Merlin.
- Making things like Playdough cakes and things out of salt dough.
- Having friends for a sleepover and making dens.
 - Going on a trampoline.
- Watching DVDs (with popcorn!).
- Going to bed with my favourite soft toys.
- Having pizza for school dinners.



How best to support me

Beth is quiet at school but underneath has lots of energy and a very lively personality which people who know her well get to see. She needs to release this energy by doing energetic things such as singing and dancing, otherwise she can, in her own words get 'giddy'.

Beth is very good natured and often puts other people's wishes before her own. She sometimes needs encouragement to put forward what she wants or is happy with.

Beth can get anxious about certain issues or situations and this could appear to others that she is being difficult. If she appears difficult, talk to her about what the issue is and she usually needs lots of reassurance.

Date:

9. What happens if a child or young person already has a statement of special educational needs (SEN) or a learning difficulty assessment (LDA)?

As the legal test for whether a child or young person requires an education, health and care plan (EHCP) remains the same, it is expected that all who have a statement and would continue to have one under the current system will be transferred to an EHCP.

All statements must be transferred to EHCPs between 1 September 2014 and 1 April 2018.

The transfer process will involve an education, health and care needs assessment and a person-centred transfer review (which will replace the annual review).

The local authority will publish a timetable for the transfers, but the principle will be for the child or young person to transfer from statement to EHCP in advance of them moving to the next phase of education.

If the young person has an LDA, the transfer process will follow the same process as a new request for an EHCP. These must be completed by September 2016.

9. Mediation

The EHCP process is supported by opportunities for informal advice and disagreement resolution as well as more formal mediation. Mediation aims to resolve a disagreement and is a way of helping everyone to reach an agreement. It is not a legal process and does not affect legal rights under the new legislation. A more detailed information leaflet is available at www.surreycc.gov.uk/sendchanges.



10. Paediatric therapies

A joint paediatric therapy forum was set up in February this year in response to the Children and Families Act 2014 and the new SEN code of practice. Membership of the forum includes health commissioners and providers, education (including post-16), social care, families and schools. The purpose of the forum is to agree a joint commissioning strategy and action plan between the local authority and health for paediatric therapies (speech and language, occupational therapy and physiotherapy). Equity, clarity and transparency, consistency, integration, outcome focus, up skilling of the workforce and quality assurance have been identified as the key principles which should underpin the strategy. At the same time as this work is being undertaken a separate joint review of Surrey's occupational therapy service will also be completed by the College of Occupational Therapy. Recommendations from the review will be made in the autumn term.

Surrey County Council and health services are also working with special schools and specialist centres to review how current therapy resource is allocated to individual settings to ensure equity and consistency. This review includes undertaking a skills audit of the school workforce, which will form the basis of a workforce development plan.

A workshop is planned for late July to agree the assessment template for therapists to use when carrying out their outcome focused assessments that feed into the planning process for children and young people with SEND. Exemplar templates will be agreed and training and resources organised for all therapy teams.

For further information please contact zarah.lowe@surreycc.gov.uk or anne.breaks1@nhs.net



11. Joint commissioning

The SEND code of practice introduces new statutory duties on education, health and social care to establish joint commissioning arrangements. These new arrangements include:

- joint commissioning must cover the services for 0-25 year old children and young people with SEN or disabilities, both with and without EHCPs
- ensuring there is a designated medical officer to support clinical commissioning groups (CCGs) in meeting statutory responsibilities for children and young people with SEND
- CCGs must put arrangements in place to secure the agreed health element in the EHCP and local joint commissioning arrangements must consider procedures for ensuring that disagreements between local authorities and CCGs are resolved as quickly as possible.

Surrey County Council and the Surrey CCG consortia are currently working through the detail of these requirements to ensure new arrangements are in place for September 2014.

For further information please contact Zarah.lowe@surreycc.gov.uk or anne.breaks1@nhs.net

This guide was produced by Surrey SEND14 team surreypathfinder@surreycc.gov.uk





Children & Education Select Committee
18 September 2014

Appointment of a Select Committee Performance & Finance Sub-Group

Purpose of the report: Scrutiny of Services and Budgets

The Chairman will appoint a Performance & Finance sub-group to carry out reviews of service budgets as part of this year's business planning process.

Summary:

1. The Council Overview and Scrutiny Committee has recommended following discussions with the Leader that each Select Committee should establish a cross-party Performance & Finance Sub-Group of four or five Members, plus the Chairman of the Council Overview & Scrutiny Committee as an ex officio member.

Recommendations:

2. That the Committee agree the membership of a performance & finance sub-group, as set out by the Council Overview & Scrutiny Committee.

Report contact: Andrew Spragg, Scrutiny Officer, Democratic Services

Contact details: 020 82132673 andrew.spragg@surreycc.gov.uk

Sources/background papers: None

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Children & Education Select Committee – 18 September 2014

Recommendation Tracker & Forward Work Programme

1. The Committee is asked to review its Recommendation Tracker and provide comment as necessary. The Committee will note the Cabinet Member has written in response to the Chairman's letter concerning Early Years provision; a copy of the original letter was included in the agenda papers for the July meeting.
2. The Forward Work Programme for 2014/15 is attached, and the Committee is asked to review this.
3. The scoping document for the School Governance Task Group is included in the papers. This will be considered by the Council Overview & Scrutiny Committee on 11 September 2014, and any feedback shared verbally at the meeting.

Report contact: Andrew Spragg, Scrutiny Officer, Democratic Services
Contact details: andrew.spragg@surreycc.gov.uk 020 8213 2673

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CHILDREN & EDUCATION SELECT COMMITTEE ACTIONS AND RECOMMENDATIONS TRACKER – UPDATED July 2014

The recommendations tracker allows Committee Members to monitor responses, actions and outcomes against their recommendations or requests for further actions. The tracker is updated following each Select Committee. Once an action has been completed, it will be shaded out to indicate that it will be removed from the tracker at the next meeting. The next progress check will highlight to members where actions have not been dealt with.

Recommendations:

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
June 2013	INCREASING THE EMPLOYABILITY OF YOUNG PEOPLE IN SURREY	That the Assistant Director for Young People clarify whether the peer review action plan meeting will take place on 4 October 2013 and that the Committee be informed of the steps taken to implement the recommendations of the review.	Assistant Director for Young People	An external evaluation has been conducted by the Institute of Local Government Studies at the University of Birmingham. The evaluation has informed the development of the new operating models. The final report will be sent to Select Committee members after its publication in early July 2014.	September 2014
19 September 2013	EARLY HELP OFFER - REDUCING THE NEED FOR FAMILIES TO ACCESS HIGH SUPPORT SERVICES [Item 7]	That officers also give consideration to how the intended overarching partnership outcomes will be agreed and measured with the intention that the Select Committee will revisit the progress once the formal Strategy is in place.	Assistant Director for Children's Services	Outcomes and measures to be determined by work with partners. The Committee will receive an update on Early Help as part of its 2014/15 work programme.	Complete
28 November 2013	SURREY SAFEGUARDING CHILDREN BOARD (SSCB) ANNUAL REPORT 2012-2013 [Item 7]	That the Surrey Safeguarding Children Board considers developing and agreeing with all partners an accepted funding model, to help determine appropriate partner contributions in future years.	Chair of the Surrey Safeguarding Children Board	The SSCB will present the Annual Safeguarding report at the November meeting of the Committee.	November 2014
	SURREY COUNTY COUNCIL'S SAFEGUARDING	That the Child Protection Conference Service increases its efforts in engaging the CCGs in improving the involvement of GPs in Child	Head of Safeguarding	A number of meetings have been organised with key partners in Health to look at	November 2014

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
	ROLE (item 8)	Protection Conferences and Child Protection Plans.		the blockage to GP attendance and report writing for CP Conferences. A work plan is being put together to try to ensure greater engagement by this key group of staff. A further meeting was been organised for 16th January and the issue was considered by the SSCB Health Sub-Group. The Safeguarding Annual report will be presented to the Select Committee in November 2014.	
	SAFE GUARDING CHILDREN IN SCHOOL'S (Item 9)	That an E learning package is created for 'Working Together to Safeguard Children' so that everyone who works with children can undergo online training.	Education Safeguarding Advisor	The e learning package in relation to safeguarding training is being considered by the Training Officer of the SSCB. In the meantime a new training package has been developed which will compliment the e learning when fully developed.	Complete
		That the County Council work with the Surrey Governors' Association (SGA), Babcock 4S, Phase Councils and other relevant bodies to ensure that Safeguarding remains a standing item on the agenda of all governing bodies.	Education Safeguarding Advisor	This recommendation will be considered alongside the Committee's item on safeguarding in November.	November 2014

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
		That the Cabinet Member for Schools and Learning report back to the Committee in due course to update Members on her attempts to engaged with non-maintained schools on the issue of Safeguarding.	Cabinet Member for Schools and Learning	This recommendation will be considered alongside the Committee's item on safeguarding in November.	November 2014
	SURREY CLINICAL COMMISSIONING GROUPS - SAFEGUARDING CHILDREN [Item 10]	The Committee notes that currently GPs attend only 2% of Initial Child Protection Conferences (ICPCs) and provide reports in 20% of the cases, and requests that Guildford & Waverley CCG's Director of Quality and Safeguarding and Clinical Lead for Children consider, without delay, measures to ensure GPs increased attendance and reporting to ICPCs.	Guildford & Waverley CCG's Director of Quality and Safeguarding/ Clinical Lead for Children	<p>Following the Select Committee meeting, the Named GP for safeguarding children has made contact with all GP practice leads, to remind them and their colleagues of the vital nature of the information held in primary care. Specific reference has been made to sending a report to conference, if attendance is impossible due to clinical commitments and the tight timescales often involved in initial child protection conferences. The GP conference pro forma has been re-circulated to all practices.</p> <p>A meeting was scheduled for February 3rd with key senior level from the Surrey safeguarding team (health), the safeguarding unit and the Surrey and Sussex local area team of NHS England. This will aim to further clarify responsibilities between</p>	See below.

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
				the CCGs and NHS England. Health's Surrey-wide safeguarding team acknowledge this as a high priority area, and are committed to finding workable solutions to the problems identified.	
		That the Committee re-examine the matter in 6 months time to assess progress.	Democratic Services	This recommendation will be considered alongside the Committee's item on safeguarding in November.	November 2014
	MEMBER REFERENCE GROUP ON PROVISION OF CAREER INFORMATION, ADVICE AND GUIDANCE TO STUDENTS IN SURREY [Item 12]	That the Committee establish a Member Reference Group of up to 4 Members to input into the development of the Skills for the Future strand of the Public Service Transformation Programme.		The Committee received an item concerning the future re-commissioning of Services for Young People, and made a recommendation concerning the provision of information, advice and guidance to students. (see below)	Complete
27 January 2014	SURREY'S LOOKED AFTER CHILDREN AND CARE LEAVERS [Item 6]	a) That the Committee receive a report at the meeting on 14 May 2014 on health outcomes for Looked After Children from the Guildford & Waverley CCG, with particular focus on: <ul style="list-style-type: none"> • progress made against the backlog of health and dental assessments • future arrangements to ensure LAC have health and dental checks in line with statutory requirement 	Guildford & Waverley CCG	This will be reported back as part of a future item on outcomes for children who are Looked After in March 2015. The Guildford & Waverley CCG has been reporting regularly to the Corporate Parenting Board.	Complete

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
27 January 2014	SURREY'S LOOKED AFTER CHILDREN AND CARE LEAVERS [Item 6]	That the independent report on residential care homes, commissioned by the Head of Children's Services, be presented to the Committee at a future date.	Head of Children's Services	To be scheduled as part of the Committee's 2014/15 work programme.	September 2014
27 January 2014	SURREY'S LOOKED AFTER CHILDREN AND CARE LEAVERS [Item 6]	That the Chairman & Vice Chairman discuss with officers the most appropriate way to receive information on timeliness of services provided to children	Chairman/Vice Chairman and Head of Children's Services	The timeliness of services will form part of the regular reporting arrangements to the Performance & Finance Sub-Group.	Complete
27 January 2014	INTERNAL AUDIT REPORT - REVIEW OF HEALTH AND DENTAL CHECKS - CHILDREN IN CARE 2013/14 [Item 7]	Revised Management Action Plan be produced and be presented to the Committee at the meeting in May 2014.	Head of Children's Service/Chief Internal Auditor	The revised Management Action Plan has been circulated to the Committee.	Complete
27 March 2014	19/14 PERSONAL EDUCATION PLANS [ITEM 10]	That the Headteacher of the Virtual School provides the Committee with an update on the Virtual School's progress towards the end of 2014.	Headteacher, Virtual School for Children in Care	This will be considered alongside the outcomes for children who are Looked After item in 2015.	Complete

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
27 March 2014	21/14 EDUCATION PERFORMANCE & SCHOOL IMPROVEMENT STRATEGY [Item 8]	In developing its 2014/15 Work Programme, the Children & Education Select Committee to consider further scrutiny of Pupil Premium use, including the County Council's role in monitoring its effectiveness.	Chairman/Democratic Services	This has been included in the Forward Work Programme for 2014/15.	Complete
14 May 2014	29/14 BRIEF OVERVIEW OF THE EARLY YEARS AND CHILDCARE SERVICE [Item 6]	That the Directorate continues to explore how the Early Years and Childcare Service can work collaboratively with Babcock 4S, and other stakeholders, to deliver focussed support and better outcomes for disadvantaged children and those on Free School Meals.	Head of Early Years and Childcare Service	Officers have noted this recommendation and an update will be provided to the Committee at a future meeting.	November 2014
14 May 2014	29/14 BRIEF OVERVIEW OF THE EARLY YEARS AND CHILDCARE SERVICE [Item 6]	That the Cabinet Member for Schools and Learning considers how schools with maintained nursery provision can be further encouraged to engage with the Early Years and Childcare Service in order to improve outcomes for children accessing these provisions.	Cabinet Member for Schools and Learning	A letter has been sent to the Cabinet Member from the Committee Chairman. A response is enclosed.	Complete

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
10 July 2014	39/14 KEY STAGE 5: PARTICIPATION, PROGRESSION AND ATTAINMENT [Item 7]	That the service be congratulated on the high level of participation achieved in light of the recent raising of the participation age.		Update from officers to be received.	
		That officers engage with all KS5 provisions to undertake further investigation into the patterns of progression for young people in Surrey, in order to gain an understanding of how this could influence future Information, Advice & Guidance provision to encourage the highest aspirations for Surrey young people.			
		That officers ensure future Information, Advice & Guidance provision places an emphasis on face-to-face provision, and engages with students prior to choosing GCSE options.			

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
10 July 2014	40/14 CREATING OPPORTUNITIES FOR YOUNG PEOPLE: RECOMMISSIONING FOR 2015-2020 [Item 8]	That Cabinet supports the proposal concerning bringing the provision of centre-based Youth Work Service in-house, but also notes the need to ensure continuity and employment security for the high-quality staff that deliver these services.	Cabinet	These recommendations will be made to Cabinet on 23 September 2014, alongside the Cabinet paper on the recommissioning of Services for Young People. A response will be included in the next Committee meeting papers.	November 2014
		That the Cabinet support proposals concerning social enterprises and time banks, and encourages officers to consider how community business expertise and experience can be utilised to support these activities.	Cabinet	These recommendations will be made to Cabinet on 23 September 2014, alongside the Cabinet paper on the recommissioning of Services for Young People. A response will be included in the next Committee meeting papers.	November 2014
		That officers bring a future report to the Committee demonstrating the benefits in improved outcomes through engaging with Health & Wellbeing partners, such as Public Health, in sharing youth centre provision and resource.	Assistant Director for Young People	This has been added to the Forward Work Programme and a report will be brought to the Committee in 2015.	Complete

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
		That officers explore with Adult Social Care how the benefits of Time Banks can be evidenced as impacting on the savings required as part of the Family, Friends & Community Support project.	Assistant Director for Young People	This has been added to the Forward Work Programme and a report will be brought to the Committee in 2015.	Complete
10 July 2014	41/14 DEVELOPING THE FIRST UNIVERSITY TECHNICAL COLLEGE IN SURREY [Item 9]	<p>That Cabinet supports the proposal for the establishment of Surrey's first University Technical College. It is asked to consider:</p> <p>How the Council can support the UTC to ensure capacity is met in future years;</p> <p>How positive, collaborative dialogue can be developed between the UTC and local schools and colleges, to ensure they work in partnership; and</p> <p>How the benefits of vocational education are communicated to young people and their families.</p>	Cabinet	These recommendations will be made to Cabinet on 23 September 2014, alongside the Cabinet paper on the recommissioning of Services for Young People. A response will be included in the next Committee meeting papers.	November 2014

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
10 July 2014	42/14 TRANSPORT STRATEGY FOR SCHOOL PLACES [Item 10]	That officers consider how partners can be encouraged to make use of the Community Infrastructure Levy to support school transport initiatives.	Planning and Development Group Manager	The Draft Transport Strategy for Schools is going out to consultation at the end of September 2014 for 3 months. This point will be picked up as part of any wider consultation responses and will form part of the implementation plan associated with formal adoption of the strategy.	
		That officers engage with District & Borough partners in how parking enforcement can minimise the impact of school transport issues.	Planning and Development Group Manager	The Draft Transport Strategy for Schools is going out to consultation at the end of September 2014 for 3 months. This point will be picked up as part of any wider consultation responses and will form part of the implementation plan associated with formal adoption of the strategy.	

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
		That, in relation to action 12 of the Transport Strategy, planned school expansion is taken into consideration when reviewing current public bus routes, and other public transport provisions.	Planning and Development Group Manager	The Schools expansion Tracker with all proposed expansions is now shared with The Travel and Transport Group on a regular basis.	
		That any future parking review gives consideration to a flexible approach in relation to school pick up/drop off points.	Planning and Development Group Manager	The Draft Transport Strategy for Schools is going out to consultation at the end of September 2014 for 3 months. This point will be picked up as part of any wider consultation responses and will form part of the implementation plan associated with formal adoption of the strategy.	
		That Local Committees are provided information on impacts to public transport, as part of any future engagement arrangements on planning applications concerning schools.	Planning and Development Group Manager	This will be dealt with as part of the Bus Review carried out by The Travel and Transport Group.	

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
		That the Sustainability Community Engagement Team is involved earlier in the process for delivery of school places map.	Planning and Development Group Manager	This team is now actively involved in the school places programme.	



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-Woking South West Division-
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Zully Grant-Duff
Chairman of the Children & Education Select Committee
Surrey County Council
County Hall
Penrhyn Road
Kingston-Upon-Thames
KT1 2DN

Tuesday 22 July 2014

Dear Zully,

Thank you for your letter of 28 May 2014 and I regret the delay in formally replying. Surrey's maintained schools with nursery class provision are located in areas of disadvantage and therefore it is likely that children will struggle to perform at a similar level to that of their peers in other primary schools and in the non-maintained sector.

The Early Years and Childcare Service (EYCS) provides a more extensive level of support to the non-maintained sector, as well as one which is dedicated to the delivery of the Early Years Foundation Stage, than Babcock 4S is able to offer to maintained schools through its Primary Advisors. Consequently, in conjunction with Babcock 4S, it has been agreed that EYCS will extend this offer of support to all the maintained schools with a nursery class and the four Nursery Schools. This will enable the teachers and other practitioners supporting children in the nursery class to access the training courses provided by EYCS, receive advice and support for children with special needs and receive and support on all aspects of the Early Years Foundation Stage.

Letters have been sent to all headteachers and to date 11 schools have taken up the offer. EYCS is meeting with schools to discuss whether they might be able to offer places for 2 year olds to access free early education place and at these meetings headteachers are being reminded of the offer of support from EYCS and it is expected that this will lead to greater take up in the future.

EYCS have also sent out a further reminder this month to those schools that have yet to take up the offer of support, though it is too early to provide any details of the response. EYCS will follow this up in the autumn term.

I have asked Phil Osborne, Head of EYCS to update me on the progress on this matter and it will be an item that we will discuss at our regular meetings. I have also asked Peter-John Wilkinson to raise the matter at Primary Council so that the schools that have taken up the offer can encourage others to do likewise.

I have suggested to Andrew Spragg that this be included as an item for update on the Committee's Forward Plan, which I trust you will be able to approve.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Linda', followed by a horizontal flourish and a period.

Linda Kemeny
Cabinet Member for Schools and Learning

Children and Education Select Committee – Forward Work Programme 2014/15

27 November 2014

- Surrey Safeguarding Children Board: Annual Report 2013-14
- Surrey County Council's role in safeguarding children
- Surrey School Governance Task Group - Interim Report
- Children's Services Annual Complaints Report 2013-2014

26 January 2015

- School Attainment and Outcomes - Trends and Themes
- Understanding the role of Pupil Premium in reducing the attainment gap
- Surrey School Governance Task Group - Final Report

26 March 2015

- Outcomes for children who are Looked After
- Fostering and Adoption services

13 May 2015

- School Attainment and Outcomes - Trends and Themes - Feedback from Local Committees
- Re-commissioning of Services for Young People - Update

Children & Education Select Committee – Workshops and Task Groups

8

School Governance Task Group

The task group is due to undertake its first phase of witness sessions at the end of September 2014. An interim report of its findings is scheduled for November 2014.

School Expansion Programme

A workshop to update the committee on the progress of the programme and plans to meet the growing demand for school places.

Performance & Finance Sub-Group

The Committee is required to establish a Performance & Finance Sub-Group, following proposals made by the Council Overview & Scrutiny Committee.

The Sub-Group will focus on budget and performance monitoring of the Children, Schools & Families directorate and report regularly to the committee.

Select Committee Task and Finish Group Scoping Document

The process for establishing a task and finish group is:

1. The Select Committee identifies a potential topic for a task and finish group
2. The Select Committee Chairman and the Scrutiny Officer complete the scoping template.
3. The Council Overview and Scrutiny Committee reviews the scoping document
4. The Select Committee agrees membership of the task and finish group.

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Review Topic: School Governance Task Group
Select Committee(s) Children & Education Select Committee
<p>Relevant background</p> <p>The Department of Education defines the three core strategic functions of a governing body as:</p> <p>“a. Ensuring clarity of vision, ethos and strategic direction; b. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and c. Overseeing the financial performance of the school and making sure its money is well spent.”¹</p> <p>It is well recognised that school governing bodies are integral to raising schools’ standards through their role in setting strategic direction, monitoring schools’ progress and ensuring accountability. This has become increasingly the case in recent years, as both maintained schools and academies grow more autonomous of the Local Authority.</p> <p>The task group will gather evidence on current school governance arrangements and their effectiveness, including the role of the Local Authority and partners in appointing² and supporting school governors.</p>

¹ Department for Education. "Governors' handbook: For governors in maintained schools, academies and free schools." May 2014.

² Under the 2012 Regulations, the Local Authority will no longer appoint Local Authority governors. Instead they will be required to nominate a candidate for a school governing body's consideration. Please refer to **annex 1** for further details.

Why this is a scrutiny item

Both Ofsted and the Department for Education have identified that school governance can be a key factor in school improvement.

In addition, the Department for Education published statutory guidance informing all maintained schools of a need to reconstitute under the 2012 Regulations by September 2015. A briefing note on this guidance is attached as **annex 1**.

In an increasingly complex landscape for Education provisions, it is important to develop an understanding of best practice, and how the Council and key stakeholders can work with all Surrey schools to ensure the best opportunities and outcomes for Surrey's students.

What question is the task group aiming to answer?

In light of an increasing focus on school governance arrangements by Ofsted and the Department for Education, what role does the Local Authority and its partners have to play in the nomination of Local Authority governors and in supporting effective governance in all Surrey schools?

Aim

The Task Group aims to identify areas of best practice in school governance across Surrey, and gain an understanding of how the Local Authority can contribute towards good governance for Surrey schools.

Scope (within / out of)

Within Scope:

The nomination and role of Local Authority Governors.

How legislation supports the changing role of governors and models of best practice.

The services Surrey County Council and stakeholders provide to support school governance.

The role of the governing body in improving school performance.

The role of the governing body as 'critical friend', in particular in relation to accountability and risk management.

How do school governance arrangements work in relation to multi-academy trusts?

How do school governing bodies ensure that they have the relevant breadth of skills and expertise?

Out of Scope:

The performance of individual school governing bodies.

Outcomes for Surrey / Benefits

The School Governance Task Group will help support the following Directorate priorities:

Children, Schools & Families

“Potential: Support all schools to raise educational attainment”

Chief Executive’s Office

“ensure Select Committees contribute to the delivery of value for money and the achievement of better outcomes for residents through scrutiny and policy development.”

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Proposed work plan

The plan has four phases. It is anticipated that while Phase 1 and Phase 2 will concentrate on scrutiny, the emphasis of Phase 3 and Phase 4 will be on policy development.

Timescale	Task	Responsible
July 2014	Initial meeting to scope Task Group inquiry	Scrutiny Officer
September 2014	Task Group scoping document considered by Council Overview & Scrutiny Committee for approval	Scrutiny Officer/ Chairman
September – October 2014	Phase 1 witnesses: Understanding the Local Authority’s role in appointing (nominating once schools have reconstituted) and supporting school governors - Cabinet Member, Assistant Director for Schools & Learning, Surrey County Council, and Governance Consultancy Manager, Babcock 4S	Task Group
September – October 2014	Phase 2 witnesses: Understanding how governance arrangements work within schools to set strategic direction, monitor schools’ progress and ensure accountability - Phase Council representatives, and other school governing body representatives.	Task Group
November 2014	Interim Report to Children & Education Select Committee	Scrutiny Officer
November 2014	Task Group review and agree next steps	Task Group
November – December 2014	Phase 3 witnesses	Task Group
November – December 2014	Phase 4 witnesses	Task Group

January 2015	Final report to Children & Education Select Committee	Scrutiny Officer
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Witnesses

Assistant Director for Schools & Learning
 Cabinet Member for Schools & Learning
 Primary/Secondary/Special School Phase Council representatives
 Governance Consultancy Manager, Babcock 4S
 Diocesan Boards of Education
 A sample of maintained school governing bodies
 A sample of Multi-Academy Trusts: Bourne Education Trust, Good Shepherd Trust, Howard Partnership Trust
 Department for Education
 National Governors Association
 SGOSS - Governors for Schools (a school governor recruitment charity set up with support from the DfE)
 Ofsted
 Professor of Educational Leadership and Management, University of Bath

Useful Documents

Babcock 4S. "School-Based Welcome Pack for New Governors." Babcock 4S. http://www.babcock-education.co.uk/4S/cms/do_download.asp?did=8847 (accessed July 2014).
 Department for Education. "Accountability and governance: Research Priorities and Questions." April 2014.
 Department for Education. "The constitution of governing bodies of maintained schools." May 2014.
 Department for Education. "Governors' handbook: For governors in maintained schools, academies and free schools." May 2014.

Potential barriers to success (Risks / Dependencies)

Schools will already be in the process of reconstituting their governing bodies, so it will be necessary to ensure that any recommendations remain timely and relevant. An interim report could set out some early findings and make recommendations to help mitigate this risk.

Any discussion of the relative merits of different governance arrangements should be mindful of school autonomy and legislative regulations.

This work is dependent on the engagement of schools and other key partners.

Equalities implications

No discernible impacts have been identified; however, the Task Group will take into consideration equalities implications that may arise as a result of its recommendations.

Task Group Members	Denis Fuller, Dr Zully Grant-Duff (Chairman), Colin Kemp, Mary Lewis, Chris Townsend
Co-opted Members	Ann Heather Nash (Surrey Governors' Association)
Spokesman for the Group	Dr Zully Grant-Duff (Chairman)
Scrutiny Officer/s	Andrew Spragg

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The constitution of governing bodies of maintained schools: Briefing note for School Governance Task Group, July 2014

- All governing bodies of maintained schools are required to be constituted under the appropriate 2012 Governance Regulations¹ by 1 September 2015.
- At the present time, 56 maintained schools in Surrey have reconstituted under these Regulations. The remainder will either be in the process, or beginning the process, to meet the requirement to do so by next year.

General Principles

- The new statutory guidance emphasises the need for smaller governing bodies; however, this can be no fewer than seven under the 2012 Regulations.
- It also states: "A key consideration in the appointment and election of all new governors should be the skills and experience the governing body needs to be effective."² This had already been made an explicit requirement through the Regulations³.
- It sets out that governing bodies should use a skills audit to address any gaps in expertise or knowledge, and indicates that this should be used in the recruitment of new governors.

Changes to the appointment of Local Authority Governors

- The 2012 Regulations set out that a maintained school may have no more than one Local Authority (LA) Governor. The 2007 Regulations⁴ did not specify a number, but outlined which proportion of the governing body was to be constituted of each type of governor (for LA Governors, this was one fifth of the governing body).
- The LA governor is nominated by the Local Authority, and then appointed by the school. This differs from the 2007 Regulations⁵ which specified that the Local Authority had the power to appoint the governor.

¹ Either the [School Governance \(Constitution\) \(England\) Regulations 2012](#) or the [School Governance \(Federations\) \(England\) Regulations 2012](#)

² [Department for Education. "The constitution of governing bodies of maintained schools." May 2014.](#)

³ "The 2012 Constitution Regulations and the 2012 Federations Regulations implement the Government's policy to allow governing bodies [...] to recruit governors on the basis of skills needed to conduct the governing body's business effectively." [Department for Education. "Explanatory Memorandum to the School Governance \(Constitution\) \(England\) Regulations 2012." 2012.](#)

⁴ [The School Governance \(Constitution\) \(England\) Regulations 2007](#)

⁵ [The School Governance \(Constitution\) \(England\) Regulations 2007](#)

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