

## Notice of Meeting

# Education and Skills Board



**Date & time**  
Thursday, 24 March  
2016 at 10.00 am

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

**Contact**  
Dominic Mackie  
Room 122, County Hall  
Tel 020 8213 2814

**Chief Executive**  
David McNulty

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v.uk

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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 Dominic Mackie on 020 8213 2814.**

### **Elected Members**

Mrs Liz Bowes, Mr Mark Brett-Warburton (Chairman), Mr Ben Carasco, Mr Robert Evans, Mr Denis Fuller, Mr David Goodwin, Miss Marisa Heath, Mrs Margaret Hicks, Mr Colin Kemp, Mrs Marsha Moseley (Vice-Chairman), Mr Chris Norman and Mr Chris Townsend

### **Independent Representatives:**

Peter Corns (Surrey Governors' Association), Derek Holbird (Diocesan Representative for the Anglican Church) and Simon Parr

### **TERMS OF REFERENCE**

The Board is responsible for the following areas:

Performance, finance and risk monitoring for education services

Schools and Learning

Services for Young People (including Surrey Youth Support Service)

Special Education Needs and Disability

Further Education

Early Years

Education

Services to improve achievements for those children in Surrey's care

Virtual school

School places

School transport

Participation of young people not currently in employment, education or training

Apprentices and skills for employment

Adult and Community Learning

## AGENDA

### 1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

### 2 MINUTES OF THE PREVIOUS MEETING: 14 JANUARY 2016

(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 18 March 2016).
2. The deadline for public questions is seven days before the meeting (Thursday 17 March).
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 SCRUTINY BOARD

There are no responses to report.

### 6 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME

(Pages 9  
- 16)

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

### 7 SEND STRATEGY 2020

(Pages  
17 - 36)

**Purpose of the report:** To update the Board on progress to date in regard to development of the SEND 2020 Special Education Needs and

Disabilities (SEND) Strategy, development plan and SEND inspection framework.

**8 SEND TRANSPORT**

(Pages  
37 - 74)

**Purpose of the report:** To update the Board on progress to date in regard to Special Education Needs and Disabilities (SEND) transport.

**9 SEND FINANCES**

**Purpose:** To present to the Board on SEND finances.

**Recommendation:** That under Section 100(A) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information under the relevant paragraphs of Part 1 of Schedule 12A of the Act

**Confidential: Not for publication under Paragraph 3**  
Information relating to the financial or business affairs of any particular person (including the authority holding that information)

**10 PERFORMANCE AND FINANCE SUB GROUP VERBAL REPORT**

To receive a verbal update from the Board's Performance and Finance Sub Group.

**11 DATE OF NEXT MEETING**

The next meeting of the Board will be held at 10am on Tuesday 19 April 2016 at County Hall.

**David McNulty**  
**Chief Executive**

Published: Date Not Specified

**MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE**

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*Thank you for your co-operation*

**MINUTES** of the meeting of the **EDUCATION AND SKILLS BOARD** held at 10.00am on 14 January 2016 at Ashcombe Suite, County Hall, Kingston upon Thames, Surrey KT1 2DN.

These minutes are subject to confirmation by the Board at its meeting on Thursday, 24 March 2016.

**Elected Members:**

- Mrs Liz Bowes
- \* Mr Mark Brett-Warburton (Chairman)
- \* Mr Ben Carasco
- \* Peter Corns
- Mr Robert Evans
- \* Mr Denis Fuller
- \* Mr David Goodwin
- \* Miss Marisa Heath
- \* Mrs Margaret Hicks
- \* Derek Holbird
- \* Mr Colin Kemp
- Martin Lock
- \* Mrs Marsha Moseley (Vice-Chairman)
- Mr Chris Norman
- \* Simon Parr
- \* Mr Chris Townsend

**In attendance**

Mrs Linda Kemeny, Cabinet Member for Schools, Skills and Educational Achievement, Schools. Skills and Educational Achievement

**1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]**

Apologies were received from Liz Bowes, Robert Evans, Chris Norman and Chris Townsend. Michael Gosling substituted for Chris Norman.

**2 MINUTES OF THE PREVIOUS MEETING: [Item 2]**

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

**3 DECLARATIONS OF INTEREST [Item 3]**

Derek Holbird declared an interest as the Director of the Guildford Education Trust and The Good Shepherd Trust.

**4 QUESTIONS AND PETITIONS [Item 4]**

There were no questions or petitions.

**5 RECOMMENDATIONS TRACKER AND FORWARD WORK PLAN [Item 5]**

The Board noted the ongoing recommendations from previous meetings and the Forward Work Programme.

**6 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SCRUTINY BOARD [Item 6]**

The Board reviewed the response from Cabinet.

Members commented that schools need to continue to explore ways of collaborating and working together, taking any advantages from bulk purchasing and sharing resources between them.

**7 THE IMPACT ON THE LOCAL EDUCATION AUTHORITY OF THE ACADEMY AGENDA [Item 7]**

**Declarations of Interest:**

None.

**Witnesses:**

Nicholas Smith, Schools Commissioning Officer  
Julie Stockdale, Head of School Commissioning  
David Monk, Headteacher of Pond Meadow School  
Louise Druce, Headteacher of Stamford Green Primary School

Linda Kemeny, Cabinet Member for Schools, Skills and Educational Achievement

**Key points raised during the discussion:**

1. The Headteacher of Pond Meadow School advised that it began to consider academy status in 2013, and eventually converted in 2014. The school had considered the pros and cons of academy conversion and believed that on balance it would be possible to achieve the same

benefits of academy status through other means. The school finally chose to convert, however, because the education landscape was changing and would be academy centred in the future. The new Pond Meadow Academy Trust aimed to be a multi-academy trust as it could choose its partners now, rather than face being forced into partnerships at a later date. The Pond Meadow Academy Trust explored shared savings within a multi-academy trust model, and it hoped to develop this with other local Special Schools. When it initially converted there was a more attractive financial offer from the Department for Education than available now.

2. Members questioned whether the Council could still fulfil its statutory requirement to ensure fair admission policies across Surrey's schools under the new academy system. Officers informed the Board that the Council would need to maintain a good relationship with schools in order to help ensure school places and fair admissions.
3. Officers also reported that academies ran their own admissions but now bought services from the Council. Officers suggested it would therefore be in the Council's interest to maintain these core services in order to ensure that the schools continue to use these services. Officers claimed that academies and converting schools are keen to stay within the 'Surrey family' of schools; however academies can use alternative service providers and the Council cannot require compliance as they are now independent from the Local Authority.
4. Members commented that Council services needed to think like a private company in order to continue to sell its services to academies, and questioned whether the services were considering this approach. Officers reported that services were working towards a strategy that would position the Council, and its services, well in the future, and that this strategy was being co-designed with Surrey's schools.
5. The Headteacher of Stamford Green School, a non-academy school in Epsom that received an Outstanding Ofsted report in February 2015, informed the Board that the school had a working party, lead by the Governor Vice-Chairman, to explore options for the school's future. The options include: remaining as a local authority maintained school, becoming an academy trust, becoming part of an umbrella trust or joining a multi-academy trust.
6. The Board queried whether it remained the Local Authority's responsibility to drive school improvements, including safety and standards control. Officers informed the Board that it was unclear where the responsibility for school improvements and standards lay, however, the Council aimed to retain a level of input and advice for school improvement within the County. The Cabinet Member for Schools, Skills and Educational Achievement commented that school improvement had been a priority for some years, and that the Council needed to protect and ensure that it is at the forefront of school improvement alongside the academies.
7. The Board referred to reports of academy trusts spanning a large geographical area, sometimes even out of county borders; Members questioned whether the Council was doing enough to support schools

in finding local partnerships. Officers answered that the Council was working with and very willing to help schools become academies, as well as joining existing trusts. Officers also informed that there had been no evidence to suggest that long distance being an issue within academy trusts. It was mentioned that there are differing models up and down the country and that there was no definitive best model.

8. Members commented that as multi-academy trusts grow and develop, there is an importance for the governor role to grow too in order for the governorship to represent all the academies in the Trust.
9. The Board decided it needed a better understanding of the various trusts, academies and schools within the county; where these education providers are heading and their general character in their communities. Members also felt that the Board requires a clear understanding on what the Teaching Schools are doing within the academy agenda.
10. Members commented that it would be beneficial to the Council to have a 'go-to' person as link to Surrey's multi-academy trusts; and also suggested that the Council should ask the Government on how the local authority will take care of their responsibilities in order for school places to be provided for. Officers explained that the Council was working closely with the Regional Schools Commissioner and in doing so was trying to ensure that resources and provision was kept up with demand. Officers are also expecting a white paper in March 2016 around some of the issues raised.
11. Members raised the point that as the academy agenda continues there will become a substantial loss in funding for maintained schools. Members voiced concerns that services and provision for maintained schools needed to remain in the future. Officers agreed that this needed to be at the forefront of the Council's planning.
12. Members queried whether the future strategy will help address the £45m spending on non-maintained Special Educational Needs (SEN) places in Surrey. Officers reported that the Council was engaged in positive conversations on new Free Schools, with a view for these future schools to increase the SEN provision within the County.

#### **Recommendations:**

1. The Board thanks the witnesses for the comprehensive introduction to 'academisation' of schools process in Surrey. The Board requests a further report from the council's school commissioners, with input from schools, on the results and outcomes of the 'academisation' process.

The Board recommends that Officers compile a comparison of school results against the types and profiles of institution (i.e. Local Authority Maintained School, Academy, part of a Multi-Academy Trust).

2. The Board also recommends that it receive a report on the council's ongoing strategy to maintain proactive involvement with education in Surrey in light of the shift towards 'academisation', including business plans for the provision of services, development of good governance,



and consideration of how to develop Teaching Schools to maintain supply of high quality teachers to Academies in Surrey.

## **8 COMMUNITY LEARNING AND SKILLS SERVICE - SELF ASSESSMENT REVIEW [Item 8]**

### **Declarations of Interest:**

None.

### **Witnesses:**

Paul Hoffman, Principal Community Learning and Skills  
Anu Chanda, Deputy Principal Community Learning and Skills

### **Key points raised during the discussion:**

1. The Board questioned the aims of the service. Officers explained that the Community Skills Budget in the main was for non-accredited learning; working with parents and carers of young people at schools. The service worked closely with people with learning difficulties and also in areas of deprivation. Courses run by the Community Learning and Skills Service are tailored for personal development.
2. Officers reported that the service worked alongside other agencies, mental health patients, Job Centre Plus, housing services, recruitment services and that Surrey Care Trust performed some subcontracting work for the service. Community Learning and Skills Service was also working with church groups, actively supporting their job clubs and a bespoke course for these clubs.
3. Officers also reported that the service provided some qualifications in core subjects such as English and Mathematics, as well as IT courses for people with learning difficulties. People aged 19+ could be referred to Community Learning and Skills Services and suitable courses would be available to them. The Community Learning and Skills Service adhered to national criteria and the Council is performing above the benchmark for non-accredited learning in its statistical group of 39 other providers.
4. Members asked whether the service was doing anything to catch residents that fell out of the education system at school age. Officers informed Members that the GCSE programme gives people a second chance at Key Stage 4 learning, however the funding is for people aged 19 years old and above, so the service is not generally aimed at school age residents.
5. Members asked whether, in the light of the academy agenda, the service was considering changing its provision model. Officers reported that there was a small trend in other local authorities to externalise their adult learning provision, and cited West Sussex as an example of this. Officers claimed there were both advantages and disadvantages to retaining the service in house. Officers highlighted that success rates of services is very good however the pressure to

recruit staff and tutors was difficult and that the pressure was not likely to be diminishing in the near future.

6. Members raised an issue around safeguarding for learners and officers confirmed that the trends around safeguarding issues were changing and increasing. Officers explained that learners partly attend courses for education, but also for the social interaction and wellbeing benefits. Officers also explained that pastoral care has become more of a part of the service and if issues cannot be dealt with appropriately by tutors and staff, staff referred cases on to the appropriate agencies.

**Recommendations:**

None.

**9 HENRIETTA PARKER TRUST FUND - INTERIM REPORT [Item 9]**

**Declarations of Interest:**

None.

**Witnesses:**

Paul Hoffman, Principal Community Learning and Skills

Linda Kemeny, Cabinet Member for Schools, Skills and Educational Achievement

**Key points raised during the discussion:**

1. Officers explained that since the Henrietta Parker Trust Fund paper was tabled at the October 2015 Board meeting, good progress had been made. Proactively working with Legal Services and Financial Services, the Cabinet Member for Schools, Skills and Educational Achievement had agreed to Chair the management board of the Trust. Work had begun on options for the management plan and that officers were in the process of notifying relevant individuals.
2. Members raised concern around the cost and resources used in getting the Trust to its current situation and expressed a view that the Trust could be better governed by another organisation, rather than the Council. The Cabinet Member explained that the process was still in early formation but the management board had a good idea of where it wanted to place the Trust Fund. Options were being considered and if the Trust took up too much time or resource then a review of the governance may be required.

**Recommendations:**

1. The Board recommends that Officers prepare a full report on the future management of the Henrietta Parker Trust for the Board meeting of 24 March 2016.

The Board recommends to the Council Overview Board that it considers a request for Officers to:

- i. Collect details of the various local Trusts operating in Surrey into a single register indicating the level of council involvement in each one
- ii. Provide the details of relevant Trusts by area to the Chairmen of the Local Committees.

**BREAK 11:45am - 11:52am**

**10 BUDGETS AND FINANCE [Item 10]**

**Declarations of Interest:**

None.

**Witnesses:**

Garath Symonds, Assistant Director for Young People  
Paula Chowdhury, Strategic Finance Manager for Children, Schools and Families

**Key points raised during the discussion:**

1. Officers gave Members a presentation on the future of the Children, Schools and Families strategy.

Margaret Hicks left at 12:00pm

**11 EXCLUSION OF THE PUBLIC [Item 11]**

The Chairman of the Board agreed for the item to be taken into Part 2 under Section 100(A) of the Local Government Act 1972, on the grounds that they involve the likely disclosure of exempt information under the relevant paragraphs of Part 1 of Schedule 12A of the Act.

**12 BUDGETS AND FINANCE [Item 12]**

**Declarations of interest:**

None.

**Witnesses:**

Garath Symonds, Assistant Director for Young People  
Paula Chowdhury, Strategic Finance Manager for Children, Schools and Families

**Points raised during the discussion:**

1. Members discussed the Children, Schools and Families strategy.

**Actions:**

The Board's Performance & Finance Sub-Group to follow-up on the Cabinet Member's and Senior Officers' development of social investment opportunities to achieve savings and other sources of income generation.

**13 PUBLICITY FOR PART 2 ITEMS [Item 13]**

**14 DATE OF NEXT MEETING [Item 14]**

The next full public meeting will be held at 10am on Thursday 24 March 2016 at County Hall.

Meeting ended at: 1.06 pm

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**Chairman**



**Education and Skills Board**  
**24 March 2016**

**Recommendation Tracker**

1. The Board is asked to review its Recommendation Tracker and provide comment as necessary.
2. The Forward Work Plan is attached for the Board's reference.

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**Report contact:**

Dominic Mackie, Scrutiny Officer, Democratic Services

Contact details: [dominic.mackie@surreycc.gov.uk](mailto:dominic.mackie@surreycc.gov.uk) 020 8213 2814

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**EDUCATION AND SKILLS BOARD 2016/17  
ACTIONS AND RECOMMENDATIONS TRACKER – 24 March 2016**

The recommendations tracker allows Board Members to monitor responses, actions and outcomes against their recommendations or requests for further action. The tracker is updated following each Board. Once an action has been achieved and reported to the Board it will be removed from the tracker.

<b>Date of meeting</b>	<b>Item</b>	<b>Ref:</b>	<b>Recommendations/Actions</b>	<b>Achieved/Outstanding?</b>	<b>Deadline/Progress Check</b>	<b>Responsible Cabinet Member/Member/Officer</b>
22 October 2015	<b>SEND Transport</b>	N/a	That the Board nominates its Wellbeing and Social Care sub-group to undertake a three-monthly progress check on delivery of the SEND programme and that health and school partners in the SEND programme are invited to meet with the sub-group.	Outstanding	July 2016	This will be scheduled as part of the work of the Wellbeing & Social Care Sub Group
20 October 2015	<b>SEND Transport</b>	N/a	That the Chairman of the Resident Experience Board engages with the Customer Experience work-stream of the SEND programme, and reports back to the Education and Skills Board on progress.	Outstanding <b>Update 22/02/2016:</b> The Customer Service Excellence workstream has just launched, an update will be provided in due course.	April 2016	The Chairman of the Resident Experience Board
17 September 2015	<b>Funding Schools for Deprivation [Item 5]</b>	N/a	That officers proactively explore options with schools about how to best develop a collaborative alternative mechanism for targeting deprivation.	Outstanding <b>Update:</b> The Demographics Sub Group will receive an update at their first and report back to the Board in due course.	July 2016	Assistant Director for Schools and Learning
17 September 2015	<b>Funding Schools for Deprivation [Item 5]</b>	N/a	That officers develop a strategy with schools to encourage families to register children for Free School Meals where eligible, in order to ensure schools are receiving the appropriate level of Pupil Premium funding.	Outstanding <b>Update:</b> The Demographics Sub Group will receive an update at their first and report back to the Board in due course.	July 2016	Assistant Director for Schools and Learning

17 September 2015	<b>Funding Schools for Deprivation [Item 5]</b>	N/a	That officers support the Primary Phase Council in understanding the low response rate to the consultation, in order to develop a wider evidence base of how funding is used.	Outstanding <b>Update:</b> The Demographics Sub Group will receive an update at their first and report back to the Board in due course.	July 2016	Assistant Director for Schools and Learning
22 October 2015	<b>SEND Transport</b>	N/a	That a further report is presented to the Board demonstrating analysis of statutory requirements and the comparative financial costs for residential SEND provisions.	<b>Achieved</b> <b>Update:</b> A report within this agenda will address this recommendation	March 2016	SEND Programme Lead
22 October 2015	<b>SEND Transport</b>	N/a	That officers provide further information on the logistical and financial challenges of the additional responsibilities related to 16-25 young people with SEND needs	<b>Achieved</b> <b>Update:</b> A report within this agenda will address this recommendation	March 2016	SEND Programme Lead
14 January 2016	<b>The Impact On The Local Education Authority Of The Academy Agenda [Item 7]</b>	ESB 01/2016	The Board requests a further report from the council's school commissioners, with input from schools, on the results and outcomes of the 'academisation' process.  The Board recommends that Officers compile a comparison of school results against the types and profiles of institution (i.e. Local Authority Maintained School, Academy, part of a Multi-Academy Trust).	Outstanding	May 2016	Nicholas Smith, Schools Commissioning Officer  Julie Stockdale, Head of School Commissioning
14 January 2016	<b>The Impact On The Local Education Authority Of</b>	ESB 02/2016	The Board also recommends that it receive a report on the council's ongoing strategy to maintain proactive involvement with education in Surrey in light of the	Outstanding	May 2016	Nicholas Smith, Schools Commissioning Officer  Julie Stockdale, Head of School Commissioning



	<b>The Academy Agenda [Item 7]</b>		shift towards 'academisation', including business plans for the provision of services, development of good governance, and consideration of how to develop Teaching Schools to maintain supply of high quality teachers to Academies in Surrey.			
14 January 2016	<b>Henrietta Parker Trust Fund - Interim Report [Item 9]</b>	ESB 03/2016	The Board recommends that Officers prepare a full report on the future management of the Henrietta Parker Trust for the Board meeting of 24 March 2016.	Outstanding <b>Update (11/03/2016):</b> A report will be tabled as part of the Board's April meeting agenda.	April 2014	Paul Hoffman, Principal Community Learning and Skills
14 January 2016	<b>Henrietta Parker Trust Fund - Interim Report [Item 9]</b>	ESB 04/2016	The Board recommends to the Council Overview Board that it considers a request for Officers to: <ul style="list-style-type: none"> <li>• Collect details of the various local Trusts operating in Surrey into a single register indicating the level of council involvement in each one</li> <li>• Provide the details of relevant Trusts by area to the Chairmen of the Local Committees.</li> </ul>	Outstanding	March 2014	The Council Overview Board

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# Education and Skills Board Forward Work Programme 2016/17

24 March 2016

Ashcombe

- SEND Strategy 2020
- SEND Transport
- SEND Finances
- Performance and Finance Sub Group Report

19 April 2016

Ashcome

- Henrietta Parker Trust Fund - Full Update
- SEND Transport Consultation Report
- Corporate Parenting Board Report

11 May 2016

Ashcombe

- Further Education Colleges in Surrey (TBC)
- Surrey Academisation

07 July 2016

2pm

Ashcombe

Business Meeting

- Performance and Finance Sub Group Report (SEND Funding Model Consultation)
- Wellbeing and Social Care Sub Group Report
- Attainment and Outcomes Sub Group Report
- Work and Prosperity Sub Group Report
- Demographic Trends Sub Group Report

15 September 2016

Ashcombe

24 November 2016

Ashcombe

**Future topics for scrutiny:**

- Monitoring Babcock 4S about schools performance and value for money (audit reports)
- Recruitment of headteachers, specialised teachers and school governors
- School places – How does the County work out the provision?
- Vision for “Education in the future”
- Services for Young People



Education and Skills Board  
24 March 2016

## **Special Educational Needs and Disabilities SEND 2020 Strategy**

**Purpose of the report:** To update the Board on progress to date in regard to development of the SEND 2020 Special Education Needs and Disabilities (SEND) Strategy, development plan and SEND inspection framework.

### **Introduction**

1. The SEND Partnership Board has established an overarching strategy – SEND 2020 - to support the implementation of the SEND reforms contained within the Children’s Act 2014 and improve the experiences of children, young people and families. The strategy is intended to provide a framework for, and establish a programme of, improvement and transformation.

### **Context**

2. The vision of the SEND Partnership Board is for all children and young people in Surrey to be happy, healthy, safe and confident in their future. Those with special educational needs and disabilities (SEND) can often face extra barriers to achieving this, so we need to offer the right support that enables them to achieve their goals and the best possible outcomes in their lives.
3. In delivering this vision we need to respond to growing demand for services for children and young people with SEND, new legislative requirements in the Children and Families Act 2014 and reduced funding. These challenges mean we and our partners need to do things differently.
4. In response, we have embarked on our SEND 2020 programme, looking to achieve the improvements and changes that members, professionals, practitioners, children, young people and their families and carers tell us they need. The vision, context, outcomes, principles and strategic goals

of the programme have been summarised in a one-page strategy by the SEND Partnership Board (attached at Appendix 1).

5. The programme is delivered through four key workstreams:
  - Improving customer experience
  - Rebuilding the systems around the customer
  - Developing the local offer
  - Developing inclusive practice
6. A key part of delivering improvement is ensuring the right education, health and care services are available in the right places and at the right times. We can only do this by working with our partners through an integrated commissioning approach, focussed on shared outcomes for children and young people to make the best use of our resources and joined-up local provision.
7. A summary needs analysis provides the basis for a shared understanding of the level, extent and nature of the needs of children and young people with SEND in Surrey. As such, it will be the starting point in our integrated approach to commissioning, so that we achieve our vision for every child and young person with SEND in Surrey. A draft summary SEND needs analysis has been included at Appendix 2.

#### **SEND Partnership Board**

8. The Partnership Board is chaired by the Director of Children's Services and made up of a wide range of system leaders including the Lead Member for Children's Services, commissioners and providers across education, health, public health and social care. Crucially, families, children and young people are represented on the Board by our official parent partner, Family Voice Surrey.
9. The Partnership Board reports to the Health and Well-Being Board, through the Children and Young People's Partnership. Each member of the partnership board is subject to their own scrutiny and decision-making arrangements.
10. The SEND Partnership Board developed the SEND 2020 strategy and programme for transformation following a series of workshops, input from a wide range of practitioners and feedback from families.

#### **SEND Inspection Framework**

11. A new framework for inspection is being introduced from May 2016. The Department for Education (DfE) has requested that Ofsted and the CQC inspect local areas on their effectiveness in fulfilling their new duties. The inspection is proposed to focus on whether disabled children and young

people and those who have special educational needs are identified properly and whether their needs are met and their outcomes improve.

12. The consultation concluded in January 2016 and the final inspection framework is anticipated to be published in the next few weeks. Surrey County Council will be the lead authority and it is expected that five days notice of inspection will be received.
13. The SEND 2020 programme has undertaken a self-evaluation against the anticipated key lines of enquiry and any gaps of improvements identified have been included as part of the overall programme of change. An internal peer challenge of the programme has also been launched.
14. The more detailed plans have been encompassed in a Development Plan which is anticipated to be revised and updated during the later part of this calendar year. A recommendation of this report will be to invite scrutiny of this development plan during the year to inform the next iteration.

## Recommendations

1. The Education and Skills Board notes the content of this report and agrees a forward plan of scrutiny in respect of the SEND 2020 Programme plans and activities including consideration of a joint workshop with other relevant Scrutiny Boards.

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**Report contact:** Liz Mills, Strategic Programme Lead for Special Educational Needs and Disabilities, Children, Schools and Families

**Contact details:** 020 8541 7608

## Appendices

- 1 SEND 2020 Strategy
- 2 Draft SEND 2020 needs analysis summary

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# Surrey special educational needs and disability (SEND) 2020 programme for change



## Outcomes

- improved progression and attainment at all ages
- clear and appropriate expectations and aspirations leading to fulfilled lives
- more resilient families
- increased employment
- choice and control over living arrangements /independent living
- participation in the community
- health outcomes based on need and aspiration.

## Principles

- outcome focused
- person centred and personalised
- fair and transparent
- value for money
- timely and preventative
- evidence-based
- innovative.

## Context

### Key challenges

1. We need to give the right support to children and young people to meet the right outcomes based on their personal needs.

2. Numbers of children and young people with special educational needs and disabilities (SEND) are growing. This means we need to manage our resources more efficiently and bring them into line with other local authorities.

3. Customers do not always have a positive experience because education, health and care services could be better joined up.

4. New requirements from legislation need to be delivered across the SEND system.

5. We need to work with children, young people, families and partners in order to understand what needs to change and make it happen.



## Our strategic goals

### 1: Transform the customer experience

Developing the culture of our organisation, practice of our staff, systems and communication tools in order to improve the experience for those who access our services.

### 2: Re-build the system around the customer

Redesigning the SEND system and pathways from the perspective of the customer. Developing systems which are transparent, simple to navigate, are seamless and empowering families to identify and access the right support at the right time.

### 3: Reshape the SEND local offer

Developing a joined up approach to commissioning with partners and working with providers in the market to achieve better outcomes for children and young people with SEND and support them in their preparation for adulthood.

### 4: Develop inclusive practice

Developing practice and culture to remove barriers to education and universal services, enabling more children and young people to be supported in local schools and provision so that they achieve good progress and outcomes.

## Vision

**Children and young people will be happy, healthy, safe and confident about their future**



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# **The SEND challenge: growing levels of need**

Needs analysis summary

DRAFT

## **Foreword**

### **A shared understanding the needs of children and young people with SEND**

Our vision is for all children and young people in Surrey to be happy, healthy, safe and confident in their future. Those with special educational needs and disabilities (SEND) can often face extra barriers to achieving this, so we need to offer the right support that enables them to achieve their goals and the best possible outcomes in their lives.

In delivering this vision we need to respond to growing demand for services for children and young people with SEND, new legislative requirements in the Children and Families Act 2014 and reduced funding. These challenges mean we and our partners need to do things differently.

In response, we have embarked on our SEND 2020 programme, looking to achieve the improvements and changes that professionals, practitioners, children, young people and their families and carers tell us they need.

A key part of this is ensuring the right education, health and care services are available in the right places and at the right times - what we call "Developing the local offer". We can only do this by working with our partners through an integrated commissioning approach, focussed on shared outcomes for children and young people to make the best use of our resources and joined-up local provision.

This summary needs analysis provides the basis for a shared understanding of the level, extent and nature of the needs of children and young people with SEND in Surrey. As such, it will be the starting point in our integrated approach to commissioning, so that we achieve our vision for every child and young person with SEND in Surrey.

March 2016

### **Developing the "local offer" through joint commissioning**

**"Our aim is that all Surrey children and young people are happy, healthy, safe and confident in their future" – *Surrey County Council***

## **Introduction**

Surrey County Council is committed to improving outcomes for children and young people. To do this, and respond to demographic changes and new legislation, it is essential that we and our partners develop a shared understanding of the needs of children and young people with special educational needs and disabilities (SEND).

This needs analysis report brings together data as part of an in-depth look at Surrey's SEND population, their primary need, where they are located, their attainment and what provision they are using.

Having established an understanding of the level of need in Surrey, the next steps are to improve the range of services locally (the local offer) to reduce the number of children we have to place in institutions out of the county, improve levels of attainment and inclusion in our schools and ensure the right services are in place at the right time.

Feedback from parents, carers and young people in need of SEND services has highlighted an uneven and fragmented experience of the system. To help address that, we want to agree a joint commissioning approach – or framework – with our SEND partners. This will enable us to provide joined-up services so that children and young people with special educational needs and disabilities have the same opportunities in life as their peers.

## **Overview of headlines**

A number of themes have emerged from our needs analysis, which we have arranged as a series of headline findings to illustrate the type of needs, historical trends and how we compare with other similar areas (or statistical neighbours). We are using these headlines to promote a shared understanding with our SEND partners and to prompt discussion around the challenges and what we need to do differently.

The headline findings reveal a number of strands to the SEND story in Surrey, including:

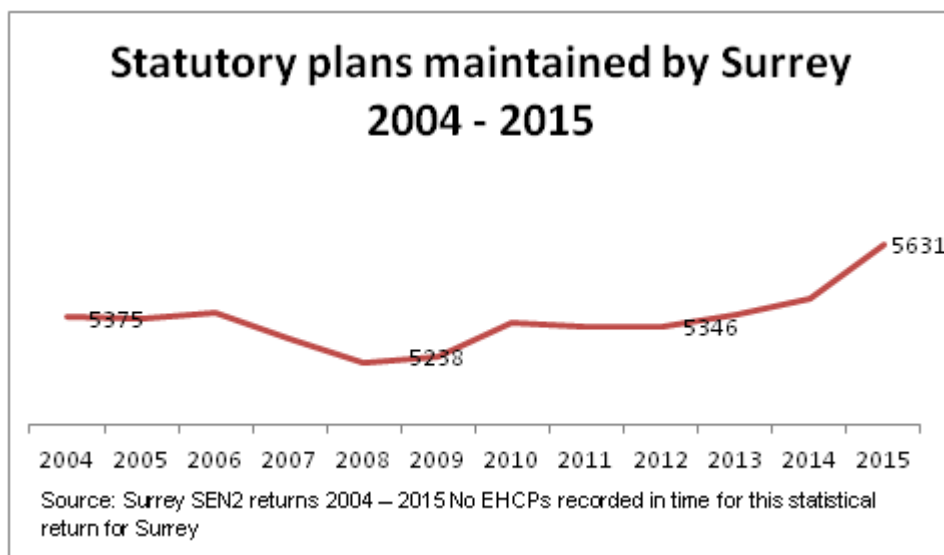
- Increasing population and growing need, especially among children and young people with autistic spectrum disorders which will require the development of new easier support and new provision;
- a particularly high level of educational placements in the independent sector, which may be far from a child's home, which will require more integrated local education, health and care provision as viable alternatives;
- SEND children lagging behind their peers in key outcomes, which will require earlier and more integrated support across education, health and care;
- Increasing need for pathways post-16 and post-19 that support preparation for adulthood, including employment and more independent living.

The headlines and graphs on the following pages provide more details on these and other issues.

**Headline 1: 7.5% rise in number of young people with special educational needs or disabilities** The number of children and young people who need a statement of special educational needs or EHCP (education, health and care plan) has risen from 5,360 to 5,631

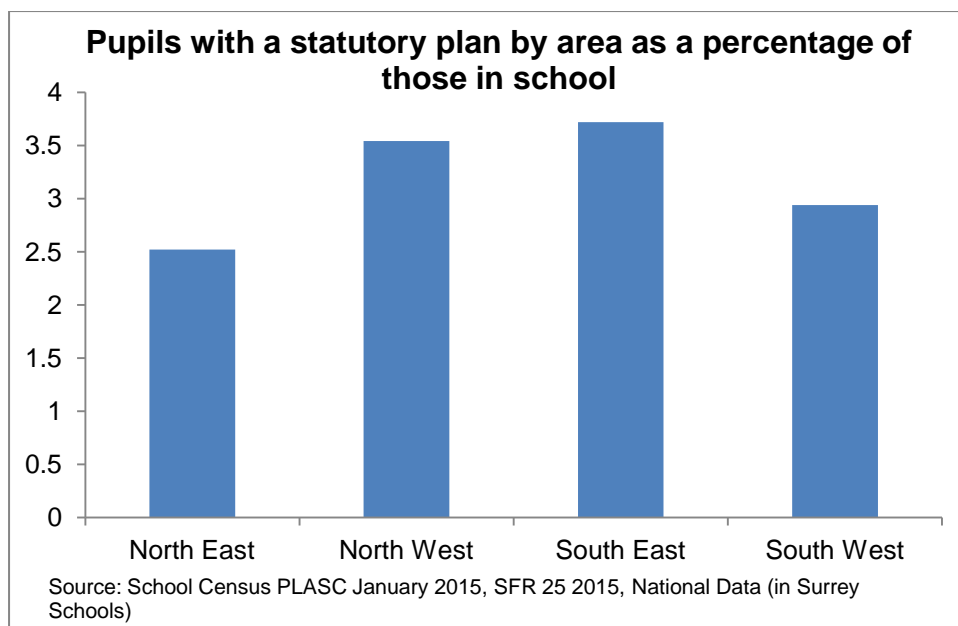
(7.5%) since 2009, outstripping the demographic increase of young people in the same age range.

The proportion of such children and young people in Surrey schools has increased from 2.9% to 3.1%, which is above the regional and national averages of 2.8%.



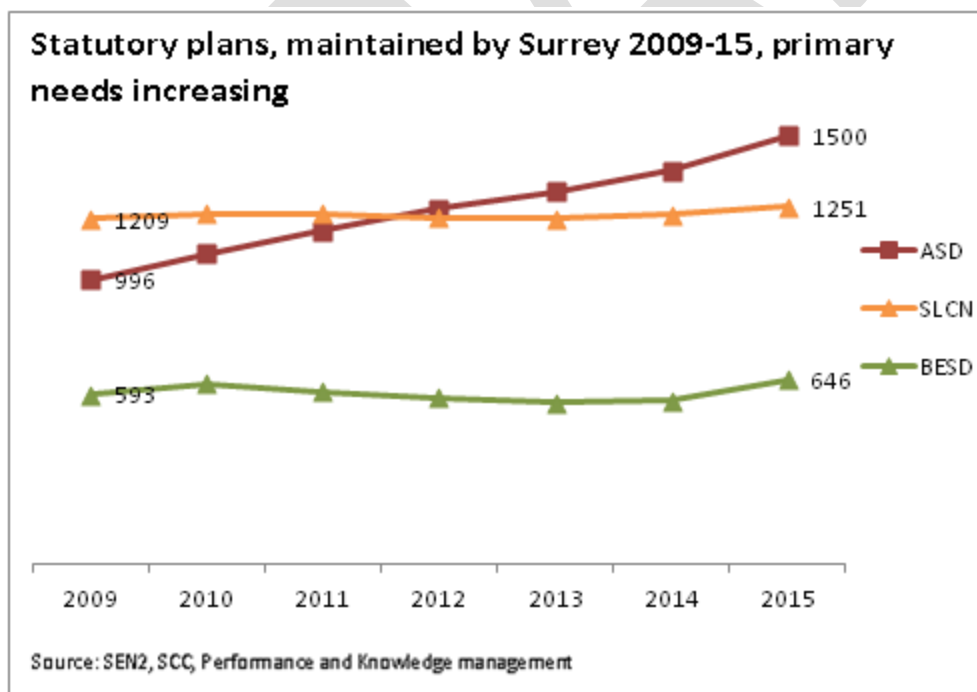
NOTE: Exact figures can be confusing because there is a distinction between the number of statements maintained by Surrey where pupils attend school outside the county or NMI, and those who are educated within Surrey but their statements are maintained by another council. There are 5,631 children with statements maintained by Surrey but 5,850 attending Surrey schools.

**Headline 2: South-East Surrey has the highest proportion of children and young people with Education, Health and Care plans (EHCPs)**

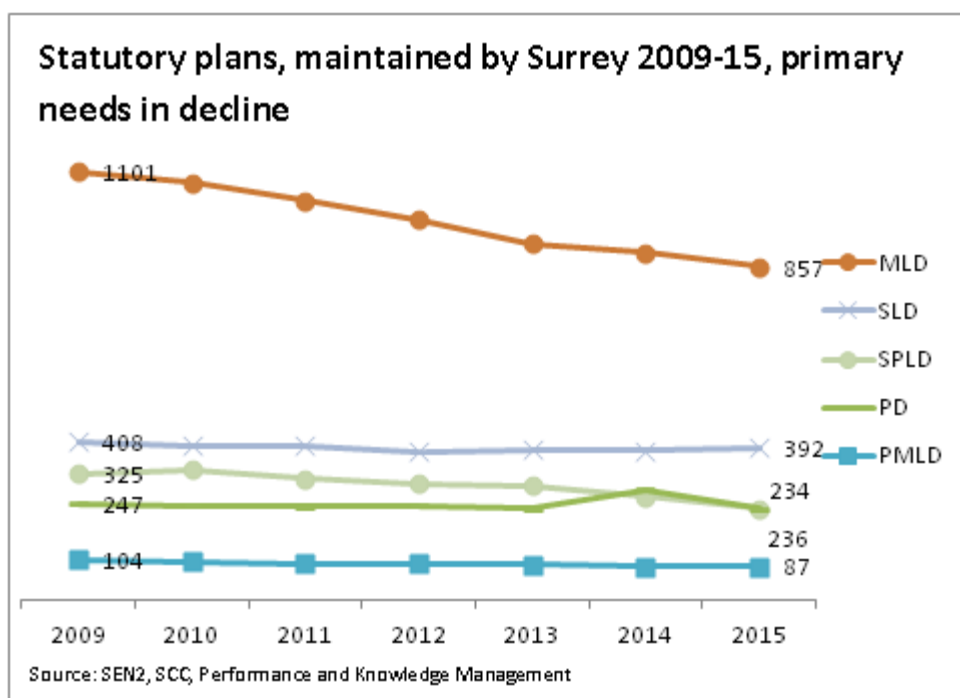


**Headline 3: 50% rise in number of Surrey children and young people with autism -**

The number of children and young people identified with autistic spectrum disorder (ASD) has increased by 50% since 2009. Some other needs have decreased – e.g. moderate learning difficulties (MLD) and specific learning difficulties (SPLD). This is likely to be the result of changes in diagnoses.



NOTE: ASD – Autistic Spectrum Disorder; SLCN – Speech, language and communication needs; BESD – Behaviours in emotional and social difficulties (now changed to SEMH)



NOTE: MLD - Moderate learning difficulties; SLD - Severe learning difficulties; SPLD - Specific learning difficulties (eg Dyslexia, Dyscalculia and Dyspraxia); PD - Physical disabilities; PMLD - Profound and multiple learning difficulty

**Headline 4: Children with special educational needs account for 7.7% of hospital admissions in the age group from birth to five years**

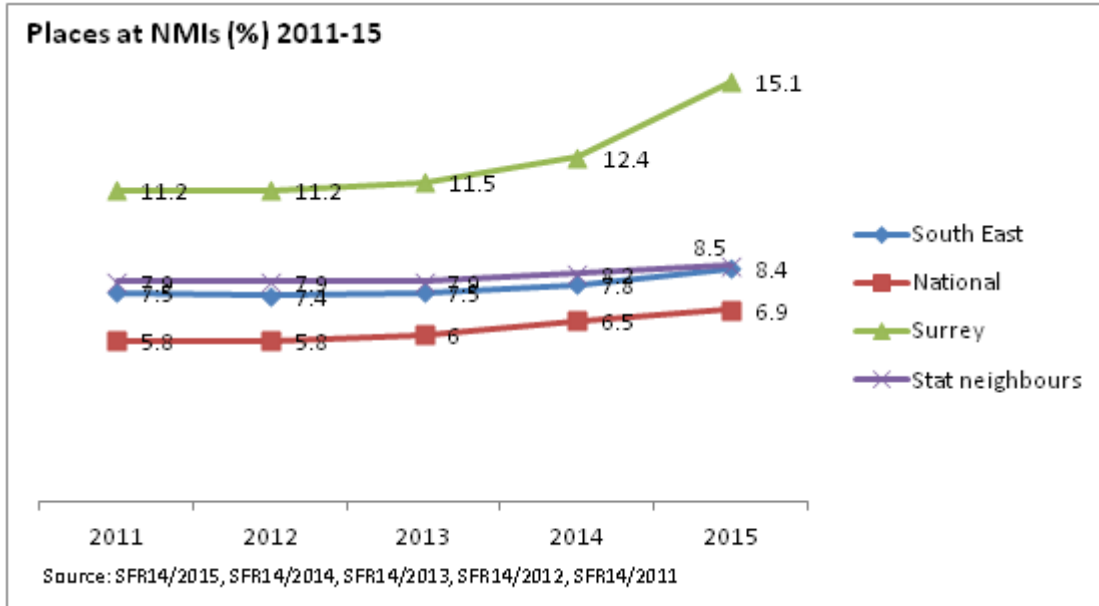
<b>Number and proportion of Hospital admissions for 0-5 year olds by ICD 10 conditions<sup>i</sup> that could lead to a SEN assessment 2011/12 – 2014/15</b>				
<b>Admission</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
All admissions 0-5 years	26917	26861	27076	26454
With SEN conditions - 0-5 years	1891	2018	2204	2042
Percentage (%) with SEN conditions	7.0	7.5	8.1	7.7

Health data around SEN children, public health Surrey, February 2016

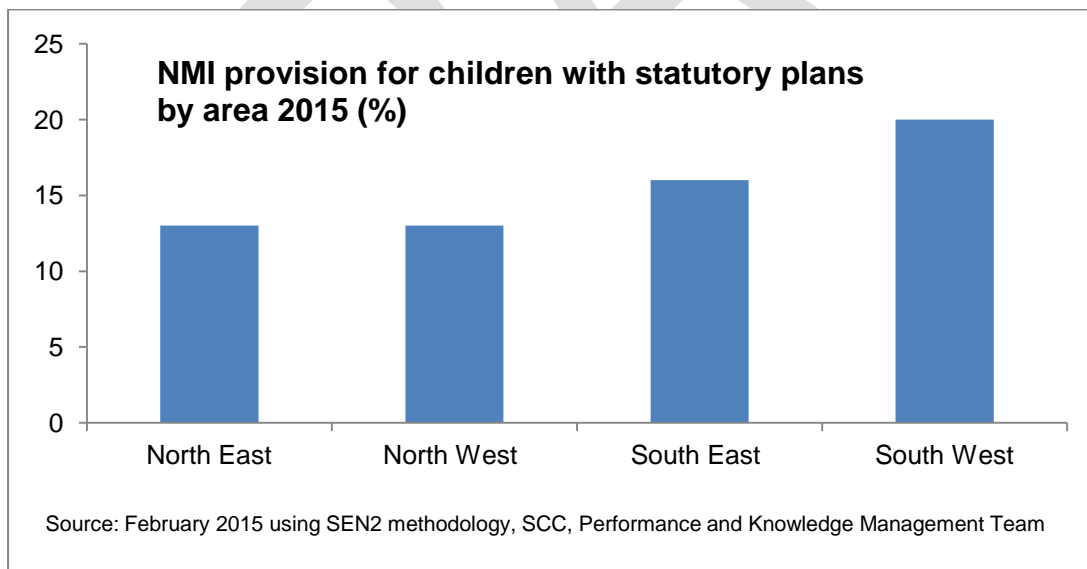
NOTE: The Children and Families Act requires councils to have an understanding of the entire needs of a young person, including health. However, improvements are needed to the data sharing between councils and health colleagues, which currently limits our understanding of children's health needs.

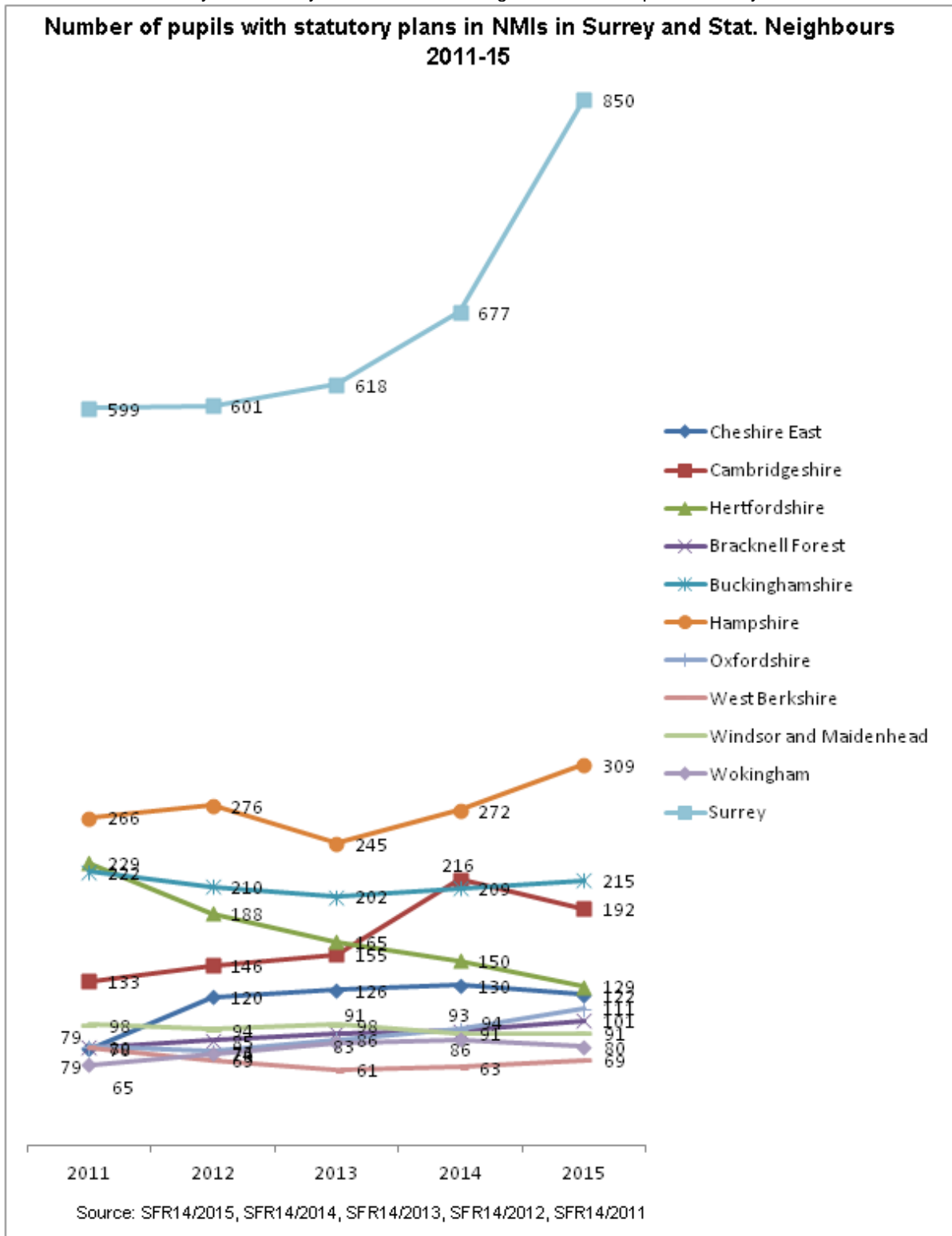


**Headline 5: Surrey places twice as many children in the independent sector as other areas** – Around 15% of children with special needs are placed by Surrey in non-maintained institutions (NMIs), which may be in Surrey or further afield. This is a jump of over a third (36%) over the last five years, and is more than double the national average (6.9%) and considerably above the statistical neighbour average (8.5%).



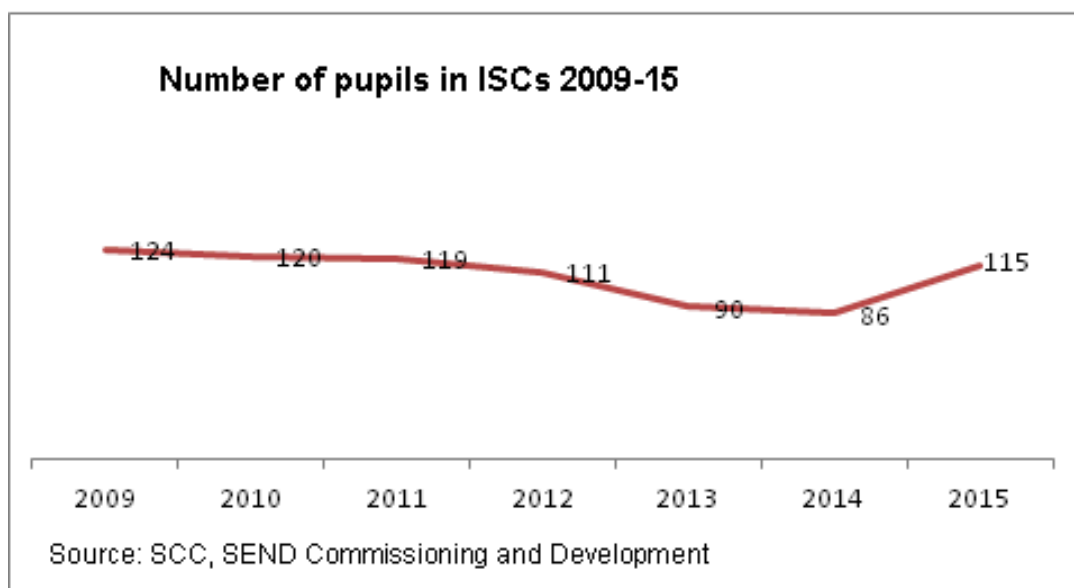
NOTE: In 2015, the South West had the highest proportion of children in NMIs out of the quadrant population.





NOTE: The NMI figure reported nationally and used in these comparisons includes other factors, such as places funded by parents or carers so is not directly comparable with the number funded by the county council and its partners.

**Headline 6: The number of young people in independent specialist colleges (ISCs) has jumped sharply following the Children and Families Act 2014.**

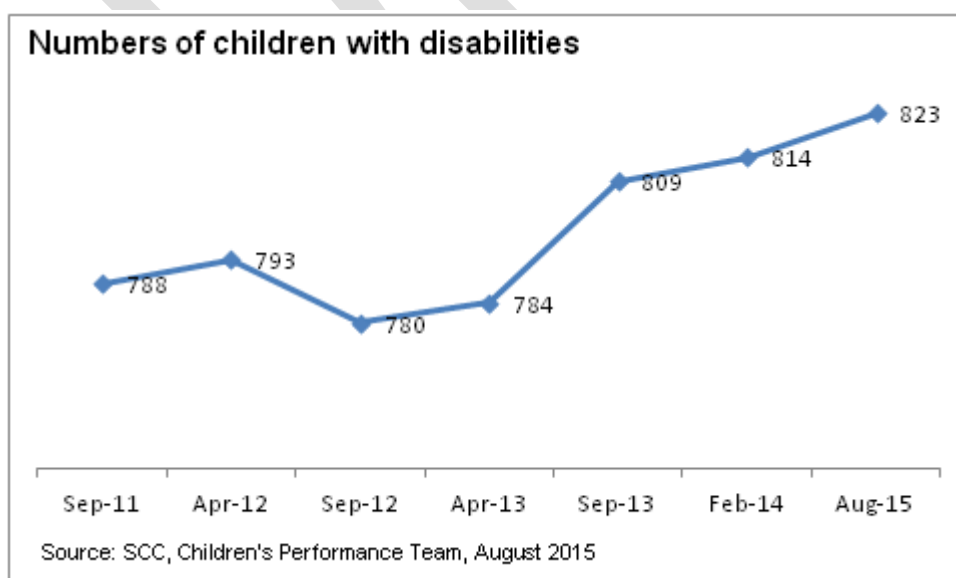


NOTE: Prior to the Children and Families Act numbers were decreasing as part of the strategy of providing learning opportunities closer to home.

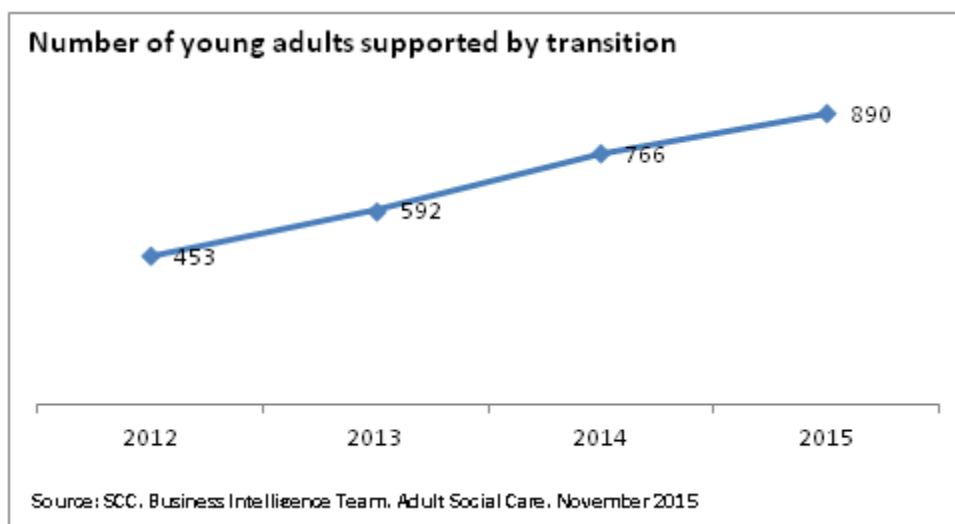
**Headline 7: Seven in ten Looked After Children who have been looked after for at least 12 months have some form of SEND**

In 2013, 36.7% of the 370 children who had been continuously looked after for at least 12 months and a further 33.7% had SEN without a statement – a total of 70.4% with some form of SEND.

**Headline 8: The number of children with disabilities receiving social care support from the council’s Children’s Services continues to rise steadily**



**Headline 9: The number of young adults supported by the transition team has nearly doubled in three years. The group of young people being supported has expanded from 453 to 890, an increase of 96%**

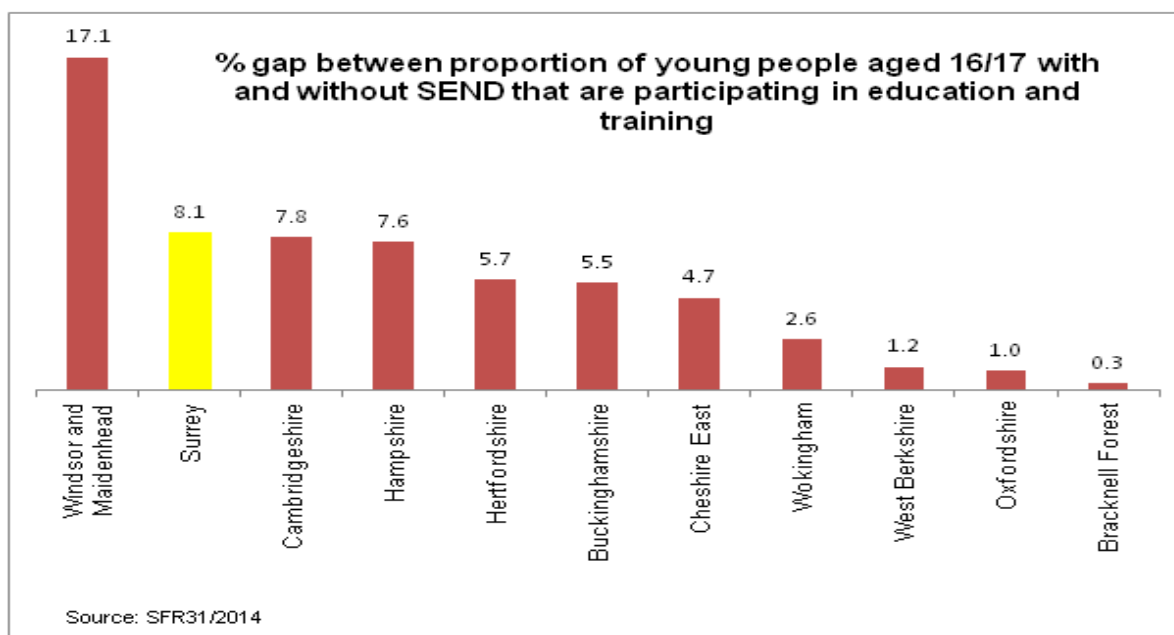


Note: This can, in part, be attributed to a change in data recording.

**Headline 10: Surrey is lagging behind other similar areas (statistical neighbours) in educational attainment at all SEND age ranges. In terms of post-school outcomes, Surrey's SEND children also do significantly worse than other pupils.**

Key points to note:

- In 2014, 9% of Surrey young people with a statement achieved five or more A\* - C passes (including English and Maths) at GCSE, compared to 12.9% for our statistical neighbours and 8% nationally
- In 2014, 24.6% of Surrey young people with special needs but no statement achieved five or more A\* - C passes (including English and Maths) at GCSE, compared to 26.6% for our statistical neighbours and 23.5% nationally
- Surrey has an 8.1% gap between the number of 16 and 17-year-olds with and without SEND who are participating in education and training, placing Surrey 10<sup>th</sup> out of 11 statistical neighbours



NOTE: As part of Surrey's SEND 2020 improvement plan we are working with schools to support a wider range of pupils within mainstream schools to help address this issue. Surrey is also conducting a series of pilots to support young people after education through job creators, support at FE colleges and investment in ISCs.

#### Headline 11:

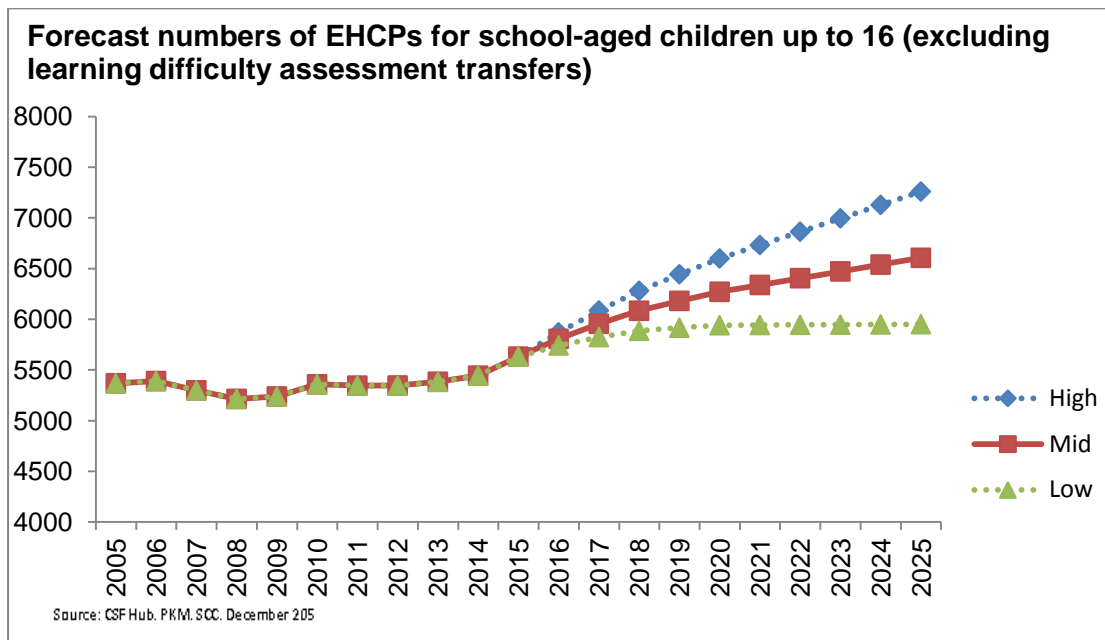
##### **The number of children and young people with SEND is going to increase.**

One of Surrey's priorities is to reduce the number of young people being placed in non-maintained provision as local and inclusive provision achieves better long term outcomes for children and young people and greater independence into adulthood, as well as generally being more cost effective.

The approach to developing the local offer for children and young people with SEND will be based on modelling growth in needs and planned development of new provision. This supports the new provision being in the right place and the right time and provides a basis for monitoring the effectiveness of the new provision in reducing demand for out-county placements.

The chart below shows the projected number of children with EHCPs based on the most recent six years of data, taking into account expected changes in the demographics for this age group, together with known housing developments. It is likely that there will be around 6250 children with EHCPs by 2020, and 6500 children with EHCPs by 2025, an increase of around 900 (16%). The 'High' and 'Low' lines on the chart show the highest and lowest likely trajectories (at 95% confidence). There is a high degree of uncertainty when projecting over a ten year period, and it will be important to continue to update projections with new data as it becomes available. These projections are for school-aged children aged up to 16 and are being developed for the 0-25 population.

The mid projection suggests that there may be approximately 6500 children up to the age of 16 with an EHCP by 2025.

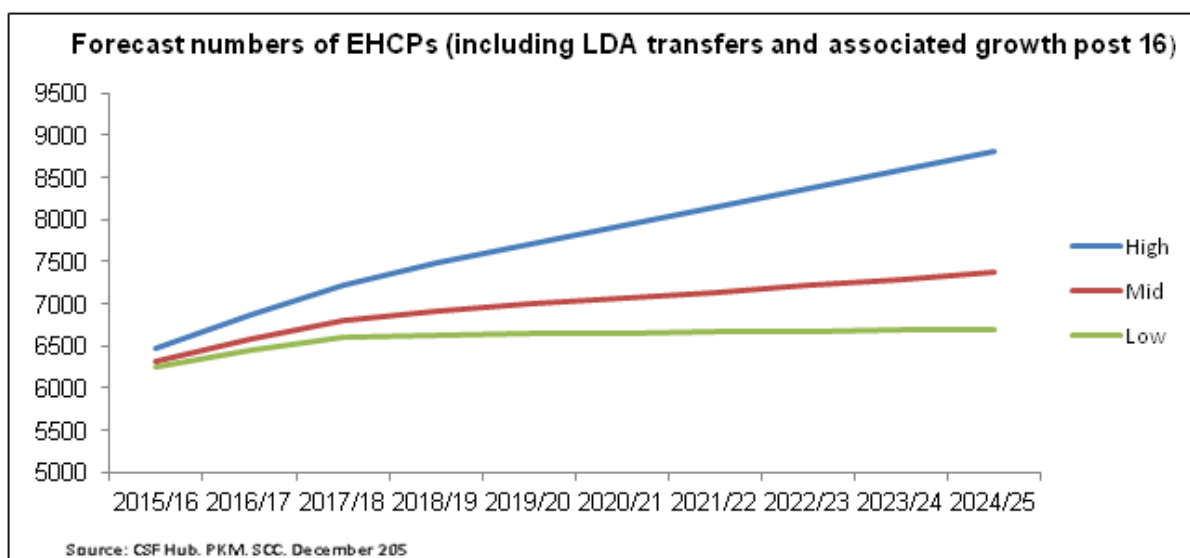


NOTE: Once you include the impact of the Children and Families Act in relation to the transfer of Learning Difficulty Assessments (LDA) and increased requirements around raising the participation ages, this could increase significantly. We suspect that Surrey will see an even more rapid increase in the number of EHCPs post-16 than for younger, school-aged children but it is difficult to estimate how many EHCPs will be issued to 16-25 year olds.

**Headline 12: The number of young people on statutory plans (EHCPs) will increase considerably following the raising of the participation age and the Children and Families Act 2014.**

The chart below shows the total estimated number of EHCPs including young people aged 16-25 in addition to the projected school-aged figures in the chart above. Based on current assumptions it is likely that Surrey will see an even more rapid increase in the number of EHCPs post-16 than for younger, school-aged children. Note that due to the impact of the raising of the participation age and the Children and Families Act, it is particularly difficult to estimate how many EHCPs will be issued to 16-25 year olds. Most importantly, it is not known how many young people will continue EHCPs beyond age 19.

The mid estimate suggests there may be approximately 7400 children aged 0-25 with EHCPs in 2025.



### Summary of key headlines

In summary, the key headlines are:

- The number of children and young people with statutory plans has increased in the past 10 years.
- The number of children with Autistic Spectrum Disorder is fastest growing need and above the decline of other types of primary need.
- Surrey places a large proportion of pupils in non-maintained institutions, especially in comparison to statistical neighbours.
- The number of children and young people with SEND are not just increasing in education provision but also those supported by the children with disabilities team in social care.
- The numbers are expected to continue to rise, especially in the 16-25 age group following the changes brought in by the Children and Families Act.

i

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Specific Learning Difficulty
Moderate Learning Difficulty
Severe Learning Difficulty
Profound & Multiple Learning Difficulty
Behaviour, Emotional and Social Difficulty
Speech Language and Communication Difficulty
Hearing Impairment
Visual Impairment
Multi-Sensory Impairment
Physical Disability
Autistic Spectrum Disorder
Other Difficulty/Disability

DRAFT





Education and Skills Board  
24 March 2016

## Special Educational Needs and Disabilities

**Purpose of the report:** To update the Board on progress to date in regard to Special Education Needs and Disabilities (SEND) transport

### Introduction

1. This report will update the Board on what the Children, Schools and Families (CSF) directorate is doing in regard to SEND transport as part of the SEND 2020 programme.

### Context

2. The costs of SEN transport are directly related to SEND demographic trends and the eligibility as well as ensuring that a pupils needs are taken into account when agreeing.
  - 2.1 SEN transport costs have risen over the last four years although the increase is slowing down.
  - 2.2 The table based on period 10 budget monitoring is shown below.
  - 2.3 Gross expenditure is not much higher than 2014-15 but the cost per day is higher. This is because 2014-15 had 194 academic days in the financial year, whereas 2015-16 has 192 academic days in it.
  - 2.4 There is a net increase in the SEN transport budget of £1.5m in 2016-17, bringing the budget to £25m. There are 201 academic days in the 2016-17 financial year, which will put additional pressure on the budget.
  - 2.5 If the cost per day and pupil numbers remains at the same level as 2015-16, just the increase in days will add an additional £1.2m to the current projection.

<b>SEN Transport 2012/13 to 2015/16</b>				
	2012/13	2013/14	2014/15	2015-16 (projection)
<b>Gross Expenditure</b>	£20.6m	£22.1m	£24.2m	£24.7m
<b>Average no of children transported</b>	2,555	2,577	2,671	2,682
<b>Cost per pupil per day</b>	£43.18	£44.61	£47.89	£48.04

### 2015 /2016 outturn

2.6 The projected outturn for SEN transport is £24.7m in 2015-16 as at 31 January, 2016, an overspend of £1.2m, which is an increase in net expenditure of £901k compared to 2014-15. This overspend is partially offset by an underspend on mainstream transport – the net overall overspend on school transport is £0.5m.

2.7 There are 192 academic days in 2015-16, compared to 194 in 2014-15, therefore a more comparable figure is the cost per day, which has increased by 4.9%.

2.8 December 2014 and December 2015 taxi statistics are shown below, in order to compare changes in activity over the year.

	Pupils	Routes	Wheelchairs	Solo routes	Escorts provided	Behavioural / Medical escorts
Dec-14	2671	1075	193	79	461	12
Dec-15	2661	1076	184	87	438	10
% change	-0.4%	+0.09%	-4.66%	10.1%	-4.99%	-16.67%

Although there is forecast to be an increase in SEN pupils ages 5 – 19 of 1.36% in 2015-16, this does not correlate to an increase in pupils having transport by taxi as this figure has fallen by 0.4%. There has been an increase in solo routes over the period which reflects the higher needs of some of the pupils who are entitled to transport.

The reduction in medical escorts is attributable to the commissioning of Virgin care to do an assessment prior to any medical escort being allocated.

The reduction in escorts is attributable to the improved systems and processes to ensure accuracy of data, end dates where escorts are allocated to ensure regular review of this decision.

The main cost driver is the cost per mile, which has increased during the year. The average cost per mile has increased from £2.15 per transport mile in December 2014 to £2.18 per transport mile in December 2015. An increase of 3p per passenger mile equates to £304k over the year. A combination of

these factors has meant that the average cost per pupil per day in March 2015 was £47.89 had increased to £48.04 in January 2016 – an increase of 0.3%.

## **Vision**

3. The SEND Partnership Board has committed to the vision below in line with the CSF improvement programme:

“Children and young people will be happy, healthy, safe and confident about their future”.

## **SEND Transport – progress to date**

4. Priority areas during 2014 informed by feedback from Audit, feedback from a report completed by Policy team, feedback from finance and front line officers led to a focus and agreement of actions on systems and processes to be implemented:
  - 4.1 Deep dive work into cases to ensure that the transport data is accurately recorded – this has ensured that data is accurate which has led in the East to an identified £180K in savings 2015/16.
  - 4.2 New procedures in place to record end dates for transport to ensure that financial commitments are accurate – enables better budget setting.
  - 4.3 Regular reports to Area Special Needs Managers to monitor spend- this ensures ownership of decisions on budget managers.
  - 4.4 Case reviews for those in receipt of transport for a journey less than 10 miles, and letters to parents to offer them an allowance. The impact of this was small savings as numbers who replied were very small.
  - 4.5 Ensuring that systems are used to record accurate information to enable further analysis on the reasons transport arrangements are agreed; and through completing codes on the SEN management system to identify practices that we may be able to do differently – this will be completed by July 2016.
  - 4.6 Moving all data fully onto Transport Coordination Centre’s (TCC) new system (Mobisoft) for monitoring and managing the travel allowance allocations- preparing for the implementation of the Policies in September 2016.
  - 4.7 Development of independent travel training materials to work with special schools – will reduce the need for taxis.
  - 4.8 An online application form for parents is about to be launched – improving customer experience.
5. Actions on the SEND 2020 focus on new models of delivery:
  - 5.1 New Models of Delivery team wrote a report and presented to the SEND travel group on other Local Authority activity – it was assuring that Surrey has undertaken similar actions in relation to travel allowances to encourage parents to take their child to their school, contributions being sought from post 16 which we are

consulting on and that we have in our workplan and TOR a priority to further encourage independent travel.

- 5.2 Exploration of an opportunity to commission, through a social impact bond, a travel training project. A data analysis is being completed and a meeting arranged in April to discuss further with the company involved .
  - 5.3 Procurement looking at opportunities for a new transport commissioning strategy with the Transport Coordination Centre that will look at the make-or-buy options like purchasing fleet, employing drivers, devolving budgets or creating spin outs to deliver transport in the future.
6. Policies consultation
- 6.1 We are in a consultation period for our proposed updated Policies for Travel Assistance pre 16 and post 16 (two draft policies – appendices 2 & 3).
  - 6.2 We have responded to initial feedback and made the consultation more accessible including further guidance on proposed travel allowance.
  - 6.3 Feedback to date
    - a) 39 responses received
    - b) Agreement that policies are accessible
    - c) Agreement that the post 16 proposed change removes inequity
    - d) Some disagreement on whether the fixed rate charge is a fair way of charging
    - e) Queries re the post 16 charging proposal and how low income families will be supported – we have agreed this is unclear and are rewriting the relevant section (6) and adding a flowchart to ensure that we explain how low income families will be supported.
- 7 SEND travel group
- 7.1 The group met twice since September 2015 and is meeting three times further in 2016.
  - 7.2 The terms of reference are in appendix 1.
  - 7.3 The meeting in March will sign off a workplan for the next 18 months to be reviewed in light of the final version of the Policies published by end of May.

<b>Recommendations</b>
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1. ESB consider their feedback to the consultation on the Travel Assistance policies

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**Report contact:** Liz Mills, Strategic Programme Lead for Special Educational Needs and Disabilities, Children, Schools and Families, Sue Roch AEO

**Contact details:** 020 8541 7608

## **Appendices**

- 1 Draft Terms of Reference SEND Travel Group**
- 2 Pre 16 draft policy**
- 3 Post 16 draft policy**

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## Terms of Reference

### SEND TRAVEL GROUP – established November 2015 DRAFT

#### **Purpose of group**

To oversee the implementation of the Travel Assistance Policy and develop new ways of working in providing transport to the cohort of children and young people with EHCPs / Statements

#### **1. Principles**

- To learn from best practice
- To listen to the customer experience and make improvements
- To co design new ways of meeting our statutory responsibility for travel assistance for those children with an EHCP / Statement

#### **2. Tasks**

- To make changes as required to Travel Assistance Policy following consultation and implementation
- To propose changes in the light of customer experience and best practice
- To monitor the systems and processes for requests and travel allowance payments and implement changes as necessary
- To take budget considerations into account when improving the customer experience
- To consider VFM and effective use of the transport budget when proposing changes
- To develop and implement independent travel training through schools and other groups for age 14 +
- To implement new improved ways of working digitally to further support independent travel for age 14+
- To explore better ways of working with other transport requirements eg short breaks

#### **3. Membership**

##### **Chair**

Area Education Officer with lead for SEND

## **Members**

Family Voice Surrey

Transport Delivery Manager

Post 16 SEND Commissioning Manager

Procurement

Finance accountant – lead for transport

Representative from Digital solutions

Representative from New Models of Delivery

Service head for CWD

Transition Development Manager (joint post across CWD and Adults)

SEND Engagement Officer 0-25

## **5. Frequency**

Quarterly                      Oct, January, March, June ( in year one this will be May and June)

## **6. Reporting**

This group cuts across the 4 workstreams of the SEND 2020 programme

Hence will report to the SEND programme board

In addition

Representatives should ensure they report from and back to the groups they represent



Travel assistance for children and young people  
with an education health and care plan / statement of  
special educational needs

Age group: pre 16

January 2016



**SURREY**

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## 1. Qualifying for SEND travel assistance

Many young people who have a statement of special educational needs (SSEN) or an education, health and care plan (EHCP) are able to travel independently using public transport.

However, we recognise that some children with specific needs will require more support, often for an agreed period of time. Some children with special educational needs and disabilities (SEND) may not be able to walk or travel by public transport to school because of their needs, and there may be parents / carers who are unable to take them to school themselves as they do not have an appropriate vehicle or do not live within walking distance.

We are also required to make transport arrangements for all children who cannot reasonably be expected to walk to school because of their mobility problems or because of associated health and safety issues related to their special educational needs (SEN) or disability. Eligibility, for such children should be assessed on an individual basis to identify their particular transport requirements. Usual transport requirements (eg the statutory walking distances) should not be considered when assessing the transport needs of children eligible due to SEN and / or disability.

**A child / young person's individual needs will determine the support they are given and evidence will be taken from a range of professionals and from parents or carers.**

Where relevant, a risk assessment will be carried out before the child / young person begins travelling to make sure that the transport provided meets their needs. These will include a detailed breakdown of the child's needs, detailing how they will be kept safe while travelling. This will include whether an escort will be required and any medical protocols that may be needed.

**We will ensure that children or young people are assessed on an individual basis and any decision will be based on individual needs.**

We will consider applications for travel assistance to an education provider from a child / young person in receipt of a SSEN or an EHCP.

We accept responsibility for travel arrangements between the child / young person's main residence and their nearest appropriate school / college. Where children / young people have more than one address, home to school transport will be based on the residence where the child / young person habitually resides.

Factors taken into consideration include statutory walking distance, families on low incomes in receipt of free school meals / working tax credit, where the child / young person is registered with a GP / appropriate medical professional, disabled parents / carers.

We appreciate that many families will want to make their own arrangements to get their child to school rather than requesting a taxi and we have an offer to enable this to happen see section 2.2.

We also encourage parents and carers to work with the local authority to enable their child with SEND to travel independently if and when appropriate.

This policy relates to children / young people who are:

- a. resident in Surrey County
- b. continue to hold a EHCP / SSEN

- c. under 16 years of age on 31 August
- d. attending a qualifying education provider
- e. attending the nearest appropriate education provider unless agreed otherwise and stipulated within the EHCP.

### 1.1 Nursery Schools

- a. We provide travel assistance to children who are attending the nearest appropriate nursery school to their home where their placement is supported by the local authority and the distance between their home and the nursery is more than 2 miles. This may include children on early years' assessment placements.
- b. We expect parents / carers to accompany their children whilst they are travelling, where appropriate.

### 1.2 Infant / primary schools (children in foundation stage and key stage 1, aged under 8)

We provide travel assistance to children attending the nearest appropriate infant / primary school to their home where the distance between their home and the school is more than 2 miles except in circumstances where the local authority is able to comply with parental preference for a school but this is not the nearest, appropriate school to the home address. In this circumstance, the parents / carers will be responsible for getting their child to school.

### 1.3 Junior / primary schools (children in key stage 2, aged 8 years and over)

We provide travel assistance to children attending the nearest appropriate junior / primary school to their home where the distance between their home and the school is more than 3 miles, or where the child is in receipt of free school meals / working tax credit and the school is more than 2 miles from home except in circumstances where the local authority is able to comply with parental preference for a school which is not the nearest, appropriate school to the home address. In this circumstance, the parents / carers will be responsible for getting their child to school

### 1.4 Secondary schools (children in key stage 3 and key stage 4)

We provide travel assistance to children attending the nearest appropriate school to their home where the distance between their home and the school is more than 3 miles except in circumstance where the local authority is able to comply with parental preference for a school which is not the nearest, appropriate school to the home address. In this circumstance, the parents will be responsible for getting their child to school.

### 1.5 Free school meals / working tax credit:

We provide travel assistance to children in receipt of these provided they attend a suitable school between 2 and 6 miles away from their home address, as long as there are not three or more suitable schools nearer to home.

### 1.6 Children / young people in residential educational provision

Where children / young people are placed in a residential school/college, Surrey County Council will provide one return journey at the start and end of the placement timeframe eg 52 weeks, termly, other as agreed in the EHCP / SEN. Travel assistance will not normally be provided for any other

visits to the school, or if the parent / carer chooses to take their child / young person home for any reason.

### **What other guidance underpins does this policy document?**

Surrey County Council must have regard to the latest statutory guidance when carrying out their responsibilities in relation to transport arrangements for children and young people. It is in this context that the council is updating its policy:

*Home to school travel and transport guidance: Statutory guidance for local authorities July 2014*  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445407/Home\\_to\\_School\\_Travel\\_and\\_Transport\\_Guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445407/Home_to_School_Travel_and_Transport_Guidance.pdf)

Surrey County Council also has an existing mainstream policy that sets out the transport support that is available from Surrey County Council for pre 16 students:.

*Home to School Transport Policy for 4-16 year olds 2016/17*  
[http://www.surreycc.gov.uk/\\_data/assets/pdf\\_file/0011/64973/Transport\\_Policy\\_4-16\\_FINAL\\_2016-17\\_V1.pdf](http://www.surreycc.gov.uk/_data/assets/pdf_file/0011/64973/Transport_Policy_4-16_FINAL_2016-17_V1.pdf)

## 2. Transport provision

2.1 We will assess the type of travel provision to be offered using the criteria

- a. age and maturity of the child / young person
- b. the disability and / or the special educational needs the child / young person may have
- c. ability and aptitude of the child / young person
- d. the type of vehicle the child / young person is travelling on
- e. the length of the journey
- f. nature of the possible routes from home to school / college, particularly in relation to safety
- g. whether the child / young person is able to walk safely the distance involved
- h. whether the child / young person needs to be accompanied and whether it is possible for the child / young person to be accompanied.

When considering whether to offer travel we are **not** normally able to take the following into account when considering the offer of travel assistance.

- a. parents / carers work or other commitments
- b. attendance by siblings at other schools / colleges
- c. a work experience placement
- d. an address other than the home address, including childminders
- e. a journey from one educational establishment to another
- f. ad hoc visits to other schools, colleges or other establishments
- g. short break provision / respite care
- h. out of hours clubs (e.g. breakfast, after school activity)
- i. link courses
- j. any educational provision planned over weekends or bank holidays
- k. collection from school due to illness
- l. parental attendance at meetings
- m. part-time timetables or to meet examination timetables

**When considering any application for travel assistance we will consider existing transport provision.**

2.2 Travel allowance

Where a child / young person is considered eligible for travel assistance, we will encourage parents to opt to transport their child/young person personally and offer a travel allowance based on the home to school journey. If this is the preferred option, your SEND case worker can advise on mileage rate and the process for claiming.

If this option is chosen, we implement the following procedure:

- a. Re-imbusement can only be authorised where it is the most cost effective method travel assistance. We reserve the right to cease this arrangement at any time if we are able to procure the transport at a lower cost.
- b. Any claim for re-imbusement is subject to the child / young person meeting qualifying criteria, and continuing to meet eligibility criteria, particularly when a child / young person changes school/college or the parents / carers move house.

- c. Parents / carers are reimbursed for the journey between home and school at the start and the end of each school day, unless the child is in residential accommodation, in which case reimbursement will be in line with the child's EHCP / statement. A digital mapping system is used to measure the shortest available route by road to the nearest school entrance.
- d. Parents / carers are responsible for ensuring that their current motor insurance is appropriate for this use.
- e. Claim forms will be monitored to ensure that parents only claim for days when children are in attendance at school / college.
- f. If parents / carers are unable to temporarily transport due to unavailability of appropriate transport, alternative arrangements must be made by the parent / carer as we would be unable to provide transport at short notice for short periods of time.
- g. If parents / carers transport becomes permanently unavailable, a new application for alternative travel assistance will need to be made via the child / young person's SEND case worker.

### **3. Further information on qualifying for travel assistance**

3.1 Where the home to school distance is 2 or 3 miles, the distance will be measured by the shortest available safe walking route following recognised public footpaths. For a home to school distance limit of 6 or 15 miles, the distance will be measured by the shortest available road route.

3.2 Children / young people must be attending a qualifying school. Qualifying schools must be educationally appropriate to the age, ability and aptitude of the child / young person, and any special educational needs that the child / young person may have, as outlined in the SEND Code of Practice (2014). These may be one of:

- a. community, foundation or voluntary aided schools
- b. community or foundation special schools
- c. non maintained or independent special schools
- d. pupil referral units
- e. private / voluntary / independent nursery schools
- f. maintained nursery schools
- g. academies
- h. free schools

3.3 Where parents / carers consider exceptional needs apply, they are asked to complete a Home to School / College Transport – Exceptional Needs form (available from the SEND Case Worker). If we agree travel assistance based on exceptional need or means testing, the decision will be reviewed termly. Parents / carers are expected to provide updated benefits information when requested, if not provided we reserve the right to withdraw the travel assistance.

3.4 It is the parents / carers / young person's responsibility to inform the SEND case worker if a child/student has a change of address at any point within the school year. The child / young person's eligibility will be reassessed following a new measurement of the distance between their home and the school / college.



## 4. Medical conditions

### 4.1 Child / young person medical conditions

Travel assistance may be provided within the minimum walking distances if written evidence from the hospital consultant is received which state that the child / young person is unable to walk safely to school

### 4.2 Parent / carers' medical conditions

Travel assistance may be provided within the minimum walking distances where appropriate evidence of written evidence from an appropriate professional confirming that the child / young person requires accompaniment to school and written evidence from hospital consultant confirming that the parent is unable to accompany the child / young person to school.

**Home to school transport provided on medical grounds will be reviewed regularly. Temporary medical conditions will be reviewed every half term, dependent on medical advice. Longer-term medical conditions will be reviewed annually.**

## 5. Travel arrangements

### 5.1 Independent travel

Schools are expected to provide the necessary support to develop the young person's ability to access and use independent travel. This will be related to their preparation for adulthood. Progress in this aspect will be reviewed as part of the annual review for the child / young person's SEN / EHCP.

Schools will be also expected to work with the child / young person in line with the risk assessment prior to any changes being made to arrangements. Any requests for solo transport or other changes must be supported by a risk assessment.

### 5.2 Provision of escorts

An escort is not routinely provided. However, an escort may be provided for the route or the individual child / young person where (1) a child is of pre-school age or (2) if a child / young person has significant health or behavioural requirements shown by a risk assessment.

### 5.3 Journey times

Home to education provider transport will be arranged so as to be as non-stressful as possible. In normal circumstances, the journey time will be no more than 1 hour 15 minutes, complying with best practice guidelines and subject to individual needs. In some circumstances it may be necessary to increase this time frame where specialist placements are concerned. Journeys to and from education providers outside of Surrey's borders, or those young people aged some distance from their home, may also, be definition exceed the standard maximum times.

### 5.4 Pick up and drop off points

Where appropriate, parents / carers may be expected to take the young person to / from a pick up / drop off point.

### 5.5 Review of travel arrangements

We reserve the right to review the travel arrangements in circumstances where

- Parents / carers repeatedly fail to inform the Transport Coordination Centre (TCC) and the child / young person's transport provider that the transport is not required as a result of the child / young person's illness before it arrives at the home address, or
- a child / young person suddenly decides not to travel in transport which has arrived on any given day (without any prior notice having been given to the transport company), where the refusal is related to their SEND

If it is necessary to withdraw the travel arrangements for a period, parents/carers will become responsible for transporting their own child.

## 5.6 Extreme weather

On rare occasions, severe weather may impact on Surrey County Council's ability to provide home to school transport safely. In such circumstances, the safety and wellbeing of the children / young people and transport providers remains our key priority. Where severe weather results in the requirement to cancel transportation, the Transport Co-ordination Centre / transport provider will always notify parents/carers at the earliest point to avoid unnecessary disruption.

If transport is cancelled due to extreme weather, the following is applicable:

- a) Where a route is cancelled and a parent / carer takes the decision to transport their child / young person themselves, the parent / carer remains responsible for the return journey or any subsequent costs should a return journey not be possible
- b) If a child / young person is unable to attend school/college due to severe weather, the parent / carer remains responsible for their child / young person.

## 6. Appeals procedure

Where the decision has been made that a child is not eligible for travel assistance, or where a change in transport arrangements have been made and notified, or where transport has not been agreed on exceptional grounds, parents / carers may ask for the decision to be reconsidered to include any exceptional circumstances they wish to put forward. A form will be provided for this purpose as supplementary evidence may be requested.

The SEND case worker for the child/young person is responsible for collating the appeal case, in conjunction with the parents / carers at all stages of the appeal process.

Any decision resulting from an appeal will include the details for further appeal. All decisions will be in writing, no more than 10 working days after being made.

### 6.1 Stage 1 – Review by an area special needs manager (ASNM)

- The first stage of the appeal process is in writing to the relevant ASNM. 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.
- 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 stage one decision.

### 6.2 Stage 2 – SEN panel

If the decision remains unchanged, the parents/carers can progress their appeal to stage 2 of the process.

A panel of professionals from the SEN service and partner agencies consider stage 2 appeals.

The panel will consider the points of the case, alongside the decisions made at stage 1.

### 6.3 Stage 3 – review by an independent appeal panel

If the decision remains unchanged, the parents can progress their appeal to Stage 3 of the process.

A panel of elected members consider Stage 3 appeals.

Within 40 working days of receipt of the parents' request an independent appeal panel considers 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;
- 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

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).

## **What if I am not satisfied?**

You can contact the Local Government Ombudsman at any time; however, they will normally expect you to have completed all stages of the councils' complaints procedure before considering your complaint. Further advice is available on their website [www.lgo.org.uk](http://www.lgo.org.uk) or on their advice line 0300 061 0614.

This is the final stage in the appeals process.

## **7. Review**

The policy will be reviewed annually.

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Travel assistance for children and young people  
with an education health and care plan / statement of  
special educational needs

Age group: 16-25

January 2016



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## 1. Qualifying for SEND travel assistance

Many young people who have a statement of special educational needs (SSEN) or an education, health and care plan (EHCP) are able to travel independently using public transport. Those that can are expected to take advantage of existing schemes:

- **Surrey student fare card** - reduced rate travel to the education provider for young people aged 16-18. For more information and to apply online go to [www.surreycc.gov.uk/studentfarecards](http://www.surreycc.gov.uk/studentfarecards)
- **Disabled persons bus pass** - travel anywhere in Surrey, at any time, for free. If you have difficulty travelling you could be entitled to travel with a companion. Go to [www.surreycc.gov.uk/freebuspass](http://www.surreycc.gov.uk/freebuspass) for information on eligibility and how to apply.

However, we recognise that some young people with specific needs will require more support, often for an agreed period of time. Some young people with special educational needs and disabilities (SEND) may not be able to walk or travel by public transport to their education provider because of their particular needs or lack of accessibility.

**A young person's individual needs will determine the support they are given and evidence will be taken from a range of professionals and from parents or carers.**

Where relevant, a risk assessment will be carried out before the young person begins travelling to make sure that the transport provided meets their needs. These will include a detailed breakdown of the young person's needs, detailing how they will be kept safe while travelling. This will include whether an escort will be required and any medical protocols that may be needed.

**We will ensure that young people are assessed on an individual basis and any decision will be based on individual needs.**

We will consider applications for travel assistance to an education provider from a young person in receipt of a SSEN or an EHCP.

We accept responsibility for travel arrangements between the young person's main residence and the nearest appropriate education provider. Where young people have more than one address, travel assistance to the education provider will be based on the residence where the young person habitually resides.

Factors taken into consideration include:

- statutory walking distance
- whether a child or a young person is in receipt of the 16 to 19 guaranteed bursary
- whether a child or young person's family are in receipt of the maximum working tax credit and / or meet the eligibility criteria for free school meals.

Evidence of the disability and / or learning difficulty and why it would cause the student to incur extra costs must be provided from a GP and / or a consultant.

We appreciate that many families will make their own arrangements to get their young person to the education provider rather than requesting a taxi. We also encourage parents and carers to work with the local authority to enable their young person with SEND to travel independently if and when appropriate.

This policy relates to young people who are:

- a) resident in Surrey County
- b) continue to hold a EHCP / SSEN
- c) under 25 years of age on 31<sup>st</sup> August prior to when they start their course
- d) attending a qualifying education provider
- e) attending the nearest appropriate education provider unless agreed otherwise and stipulated within the EHCP
- f) attending a full-time, non-advanced, publicly funded course of at least one academic year duration (a full time student is one enrolled on a programme of at least 540 study hours
- g) not in receipt of help towards their travel costs from any other source (with the exception of Surrey's Student Fare Card)
- h) attending an education provider that is more than three miles walking distance from the home, unless the young person's disability impacts on their ability to walk safely a journey of a lesser distance safely.

### **1.1 Young people in residential educational provision**

Where young people are placed in a residential education provider, Surrey County Council will provide one return journey at the start and end of the placement timeframe eg 52 weeks, termly, other as agreed in the EHCP / SSEN. Travel assistance will not normally be provided for any other visits to the education provider, or if the parent / carer chooses to take their young person home for any reason.

### **1.2 Young people aged 19-25 with social care needs**

For those young people aged 19-25, eligible for a social care package and in need of travel assistance in order to access their education provider Surrey County Council's transition team may provide support to access appropriate transport, wherever possible and appropriate.

For more information families are advised to speak to their allocated worker or alternatively contact the duty officer on 01276 800270.

### **1.3 A young person who has identified high needs but no EHCP**

A young person who has retained a learning difficulties assessment (LDA), where their high needs may impact on their ability to travel independently, is able to access support from the Post 16 mainstream policy.

## **What other guidance underpins does this policy document?**

Surrey County Council must have regard to the latest statutory guidance when carrying out their responsibilities in relation to transport arrangements for children and young people. It is in this context that the council is updating its policy:

*Post-16 transport to education and training: statutory guidance for local authorities* February 2014  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277016/Post-16\\_Transport\\_Guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277016/Post-16_Transport_Guidance.pdf)

*Home to school travel and transport guidance: statutory guidance for local authorities* July 2014  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445407/Home\\_to\\_School\\_Travel\\_and\\_Transport\\_Guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445407/Home_to_School_Travel_and_Transport_Guidance.pdf)

This is statutory guidance from the Department for Education. A local authority must have regard to it when exercising its functions relating to the participation of young people in education or training.

*Participation of young people in education, employment or training*  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349300/Participation\\_of\\_Young\\_People\\_Statutory\\_Guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349300/Participation_of_Young_People_Statutory_Guidance.pdf)

Surrey County Council has an existing mainstream policy that sets out the transport support that is available from Surrey County Council for students aged 16 to 19 who live in Surrey and who attend school or college.

*Home to School / College Transport Policy for Surrey students of sixth form age – 2015 / 2016*  
May 2015  
[http://www.surreycc.gov.uk/\\_data/assets/pdf\\_file/0010/4213/Transport-Policy-and-form-Post-16-15-16-V2.pdf](http://www.surreycc.gov.uk/_data/assets/pdf_file/0010/4213/Transport-Policy-and-form-Post-16-15-16-V2.pdf)

## 2. Transport provision

We will assess the type of travel provision to be offered using the following criteria:

- a) age and maturity of the young person
- b) the disability and / or the special educational needs the young person may have
- c) ability and aptitude of the young person
- d) the type of vehicle the young person is travelling on
- e) the length of the journey
- f) nature of the possible routes from home to education provider, particularly in relation to safety
- g) whether the young person is able to walk safely the distance involved
- h) whether the young person needs to be accompanied and whether it is possible for the young person to be accompanied.

When considering the offer of travel assistance: we are **not** normally able to take the following into account:

- parents / carers work or other commitments
- attendance by siblings at other education providers
- a work experience placement
- an address other than the home address, including childminders
- a journey from one educational establishment to another
- ad hoc visits to other education providers
- short break provision / respite care
- out of hours clubs (eg breakfast, after school activity)
- link courses
- any educational provision planned over weekends or bank holidays
- collection from education provider due to illness
- parental attendance at meetings
- part-time timetables or to meet examination timetables

When considering any application for travel assistance we will consider existing transport provision.

### 2.1 Travel allowance

Where a young person is unable to travel using public transport and is considered eligible for travel assistance, we encourage parents / carers to opt to transport their young person personally because a travel allowance offers more flexibility for parents / carers.

In these circumstances, a young person will be expected to make a contribution towards their travel costs. A travel allowance will be offered based on the home to education provider journey, less the young person's contribution. If this is the preferred option, your SEND case worker can advise on mileage rate and the process for claiming.

If this option is chosen, we implement the following procedure:

- a) Re-imburement can only be authorised where it is the most cost effective method of providing travel assistance. Surrey County Council reserves the right to cease this arrangement at any time if they are able to procure the transport at a lower cost.

- b) Any claim for re-imbusement is subject to the young person meeting qualifying criteria, and continuing to meet eligibility criteria, particularly when a young person changes education provider or the parents / carers move house.
- c) Parents / carers are only reimbursed for journeys between home and the education provider at the start and end of each day, unless the young person is in residential accommodation, in which case reimbursement will be in line with the young person's EHCP / SEN. A digital mapping system is used to measure the shortest available route by road to the nearest education provider entrance.
- d) Parents / carers are responsible for ensuring that their current motor insurance is appropriate for this use.
- e) Claim forms will be monitored to ensure that parents only claim for days when young people are in attendance at their education provider.
- f) If parents / carers are unable to temporarily transport due to unavailability of appropriate transport, alternative arrangements must be made by the young person / parent / carer as we would be unable to provide transport at short notice for short periods of time.
- g) If young person's / parents / carer's transport becomes permanently unavailable, a new application for alternative travel assistance will need to be made via the young person's SEND case worker.

## **2.2 Contract coach or other contract vehicle**

Where a young person is unable to travel on public transport as a result of their disability or condition they will be expected to make a contribution towards their travel costs. Travel assistance will only be agreed for costs incurred at the start and end of the education provider day. Where existing transport provision is available at the start and end of the education provider day, additional journeys will not be provided at alternative times to cater for young people's individual timetables.

If there is a seat on a contract coach or other contract vehicle travelling to the education provider and the young person take up this place they will normally be invoiced termly in advance. More frequent invoice arrangements will be considered in cases of hardship.

Alternatively a taxi may be provided to take the young person from home to the education provider but the young person will be invoiced for their contribution termly in advance.

## **2.3 Students unable to use a student fare card or disabled persons bus pass**

As for all young people, where a young person is able to travel on public transport but is unable to use the student fare card or disabled persons bus pass to get to the education provider they will be expected to make a contribution towards their travel costs.

If the young person travels on alternative public transport routes the amount to be reimbursed will be the equivalent cost when travelling by the lowest equivalent public transport rate, less the specified contribution. Costs will be reimbursed at the end of each term on receipt of a claim form accompanied by receipts for tickets purchased and confirmation of attendance at the education provider.

### **3. Additional information on qualifying for travel assistance**

3.1 Distances will be measured as follow:

- a) Where eligibility is assessed according to a home to education provider distance of more than 3 miles, the distance will be measured by the shortest available safe walking route following recognised public footpaths.
- b) Assistance will not normally be awarded if a house move results in the prescribed distance being breached. However, special considerations may be given as a result of an enforced council move. Evidence of an enforced permanent or temporary council move must be provided.

3.2 Young people must be attending a qualifying education provider. Qualifying education provider must be educationally appropriate to the age, ability and aptitude of the young person, and any special educational needs that the young person may have, as outlined in the SEND Code of Practice (2014). These may be one of:

- a publicly funded school (including an academy)
- a publicly funded further education institution
- a local authority maintained or assisted institution providing further education
- an establishment in direct receipt of government funding, for example independent specialist providers for learners with learning difficulties and / or disabilities
- a learning provider that is funded by the local authority to deliver accredited programmes of learning which lead to a positive outcome (this could include colleges, charities and private learning providers).

3.3 Where a parent / carer / young person expresses a preference for an education provider further away than that which is considered to be the closest, most appropriate provider and this is agreed within the EHCP, transport assistance will not normally be offered to that education provider unless otherwise stated.

3.4 Where parents / carers consider exceptional needs apply, they are asked to complete a home to education provider transport – exceptional needs form (available from the SEND case worker). If we agree travel assistance based on exceptional need or means testing, the decision will be reviewed termly. Parents / carers are expected to provide updated benefits information when requested, if not provided we reserve the right to withdraw the travel assistance.

3.5 Once eligibility has been confirmed, young people will be assumed to be eligible for the remainder of the academic year (September to July). It is the parents / carers / young person's responsibility to inform the SEND case worker if a young person has a change of circumstances at any time that might affect the eligibility for travel assistance, such as a change of address, course, institution, or the young person leaving the education provider. The SEND case worker must be notified immediately in writing. The young person's eligibility will be reassessed where there is still a need for travel assistance.

3.6 If a young person moves out of the administrative area of Surrey County Council, they will have their transport assistance withdrawn. Responsibility for travel will rest with the local authority in whose area the young person has moved to.

3.7 Assistance with travel will normally only be agreed for the minimum time required to complete the course. Unless there are extenuating circumstances Surrey County Council would not expect to assist with repeat years. However an application form must be completed for each year of the course and support will not be renewed automatically.

3.8 No reimbursement of travel costs incurred prior to an application will be made.

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## **4. Medical conditions**

### **4.1 Young person medical conditions**

Travel assistance may be provided within the minimum walking distance if written evidence from an appropriate medical professional (eg hospital consultant, CAMHS consultant, GP) is received which states that the young person is unable to walk safely to the education provider.

The final decision remains with Surrey County Council

### **4.2 Parent / carers medical conditions**

Travel assistance may be provided within the minimum walking distance where appropriate written evidence is provided from an appropriate professional confirming that the young person requires accompaniment and written evidence from a Hospital Consultant confirming that the parent / carer is unable to accompany the young person to the education provider.

The final decision remains with Surrey County Council

Travel assistance provided on medical grounds will be reviewed regularly. Temporary medical conditions will be reviewed every half term, dependent on medical advice. Longer-term medical conditions will be reviewed annually.



## **5. Travel arrangements**

### **5.1 Independent travel**

Education providers are expected to provide the necessary support to develop the young person's ability to access and use independent travel. This will be related to their preparation for adulthood. Progress in this aspect will be reviewed as part of the annual review for the young person's SEN / EHCP.

Education providers will be also expected to work with the young person in line with the risk assessment prior to any changes being made to arrangements. Any requests for solo transport or other changes must be supported by a risk assessment.

### **5.2 Provision of escorts**

An escort is not routinely provided. However, an escort may be provided for the route or the individual young person where a young person has significant health or behavioural requirements shown by a risk assessment.

### **5.3 Journey times**

Home to education provider transport will be arranged so as to be as non-stressful as possible. In normal circumstances, the journey time will be no more than 1 hour and 15 minutes, complying with the best practice guidelines and subject to individual needs. In some circumstances it may be necessary to increase this timeframe where specialist placements are concerned. Journeys to and from education providers outside of Surrey's borders, or for those young people placed some distance from their home, may also, by definition, exceed the standard maximum times.

### **5.4 Pick-up and drop-off points**

Where appropriate, parents / carers may be expected to take the young person to / from a pick-up / drop-off point.

### **5.5 Review of travel arrangements**

We reserve the right to review the travel arrangements in circumstances where:

- a young person or their parents / carers repeatedly fail to inform the transport coordination centre (TCC) and the young person's transport provider that the transport is not required as a result of the young person's illness before it arrives at the home address, or
- a young person suddenly decides not to travel in transport which has arrived on any given day (without any prior notice having been given to the transport company), where the refusal is not related to their SEND.

If it is necessary to withdraw the travel arrangements for a period, the young person / parent / carer will be responsible for their travel arrangements.

## **5.6 Additional journeys**

Transport providers are allowed to make agreed journeys from home to the education provider and from the education provider to home only. No additional journeys can be made under the terms of the 16-25 SEND travel assistance policy. Surrey County Council will not make any payments to transport providers for any additional journeys, and they must be invoiced directly to the education provider or parent / young person, depending on who arranged the journey.

Any additional journeys which are deemed to be home to education provider transport must be authorised by the area special educational needs manager (school), SEND post 16 area lead (college/training provider), in advance of the journey taking place. Surrey County Council will not guarantee payment to transport providers for any additional unauthorised journeys.

Where a young person is based full-time at an education provider but visits another for inclusion purposes, the education provider where the young person is usually based will be responsible for arrangements and paying for transport. If the Surrey County Council transport provider is used, they will invoice the education provider directly for any such changes.

## **5.7 Extreme weather**

On rare occasions, severe weather may impact on Surrey County Council's ability to provide travel assistance safely. In such circumstances, the safety and wellbeing of the young people and transport providers remains our key priority. Where severe weather results in the requirement to cancel transportation, the transport co-ordination centre / transport provider will always notify parents / carers / young people at the earliest point to avoid unnecessary disruption.

If transport is cancelled due to extreme weather, the following is applicable:

- a) Where a route is cancelled and a parent / carer takes the decision to transport their young person themselves, the parent / carer remains responsible for the return journey or any subsequent costs should a return journey not be possible
- b) If a young person is unable to attend their education provider due to severe weather, the parent / carer remains responsible for their young person.

## 6. Financial support 16-19

Surrey County Council offer financial support in the following circumstances of young people.

- those who are in receipt of the 16-19 guaranteed bursary
- those whose families are in receipt of the maximum working tax credit or who meet the eligibility for free school meals
- those who are unable to use the student fare card because their sixth form or college is not on a public transport route for which the student fare card applies or if they cannot reasonably access such a route from their home address who have a disability and / or have learning difficulties and / or who are medically ill and who will incur extra transport costs to travel to school / college as a result of that disability or condition.

**To note:** Financial assistance from the 16-19 bursary fund is subject to an assessment of financial circumstances of the learner's family. Places on coaches, where provided by colleges, will be subject to charges at rates determined by the colleges.

## **7. Appeals procedure**

Where the decision has been made that a young person is not eligible for travel assistance, or where a change in transport arrangements have been made and notified, or where transport has not been agreed on exceptional grounds, parents / carers may ask for the decision to be reconsidered to include any exceptional circumstances they wish to put forward. A form will be provided for this purpose as supplementary evidence may be requested.

The SEND case worker for the young person is responsible for collating the appeal case, in conjunction with the parents / carers at all stages of the appeal process.

Any decision resulting from an appeal will include the details for further appeal. All decisions will be in writing, no more than 10 working days after being made.

### **7.1 Stage 1 – review by an area special needs manager (ASNM) – school / SEND post 16 area lead – college/ training provider**

The first stage of the appeal process is in writing to the relevant ASNM / SEND post 16 area lead. The written request should detail why the parent / carer / young person believes the decision should be reviewed and give details of any personal and/or family circumstances the parent / carer / young person believes should be considered when the decision is reviewed.

A parent has 20 working days from receipt of the local authorities travel assistance decision to make a written request asking for a review of the stage 1 decision

### **7.2 Stage 2 – SEN panel**

If the decision remains unchanged, the parents/carers/young person can progress their appeal to stage 2 of the process.

A panel of professionals from the SEN service and partner agencies consider Stage 2 appeals.

The panel will consider the points of the case, alongside the decisions made at Stage 1.

### **7.3 Stage 3 – review by an independent appeal panel**

Within 40 working days of receipt of the parents' request an independent appeal panel considers representations from both the parent / carer / young person 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;
- what factors were considered;
- the rationale for the decision reached; and
- information about the parent/carer/young person's right to put the matter to the local government ombudsman.

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).

### **What if I am not satisfied?**

You can contact the Local Government Ombudsman (LGO) at any time; however, they will normally expect you to have completed all stages of the councils' complaints procedure before considering your complaint. Further advice is available on their website [www.lgo.org.uk](http://www.lgo.org.uk) or on their advice line 0300 061 0614.

**This is the final stage in the appeals process.**

### **8. Review**

The policy will be reviewed annually.

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