

Notice of Meeting

Education and Skills Board



Date & time
Thursday, 24
November 2016 at
10.30 am
A private Members' briefing will be held at 10.00 am

Place
Conference Room 1,
County Hall,
Penrhyn Road,
Kingston upon
Thames, KT1 2DN

Contact
Dominic Mackie or Richard
Plummer
Room 122, County Hall
Tel 020 8213 2814 or 020
8213 2782
dominic.mackie@surreycc.gov.uk or
richard.plummer@surreycc.gov.uk

Chief Executive
David McNulty



We're on Twitter:
@SCCdemocracy

If you would like a copy of this agenda or the attached papers in another format, eg large print or braille, or another language please either call 020 8541 9122, write to Democratic Services, Room 122, County Hall, Penrhyn Road, Kingston upon Thames, Surrey KT1 2DN, Minicom 020 8541 8914, fax 020 8541 9009, or email dominic.mackie@surreycc.gov.uk or richard.plummer@surreycc.gov.uk.

This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Dominic Mackie or Richard Plummer on 020 8213 2814 or 020 8213 2782.

Elected Members

Mrs Liz Bowes, Mr Mark Brett-Warburton (Chairman), Mr Ben Carasco, Mrs Carol Coleman, Mr Robert Evans, Mr Denis Fuller, Mr David Goodwin, Mrs Margaret Hicks, Mr Colin Kemp, Mrs Marsha Moseley (Vice-Chairman), Mr Chris Norman, Mr Wyatt Ramsdale (Farnham South) and Mr Chris Townsend

Independent Representatives:

Mr Stephen Green (Diocesan Representative for the Anglican Church), Mr Simon Parr (Diocesan Representative for the Catholic Church)

TERMS OF REFERENCE

The Committee 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: 15 SEPTEMBER 2016

(Pages 1
- 18)

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 (18 November 2016).
2. The deadline for public questions is seven days before the meeting (17 November 2016)
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
19 - 50)

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

7 HENRIETTA PARKER TRUST UPDATE

(Pages
51 - 54)

Purpose of the report: To further update the Education and Skills Board on the progress on the performance of the Henrietta Parker Trust since April 2016.

- 8 SURREY EDUCATION IN PARTNERSHIP** (Pages 55 - 60)

Purpose of the report: Policy Development

To highlight key themes emerging from the Surrey Education in Partnership programme.

- 9 SEND TRANSPORT** (Pages 61 - 66)

Purpose of the report:

Surrey County Council (SCC) is spending more than it can afford on Special Education Needs and Disabilities (SEND) transport and needs a brave and bold approach to addressing this complex priority. There are no easy options due to the sometimes challenging and complex needs of service users and relationships with stakeholders. This paper is to provide members with an overview of a new SEND Transport Commissioning Programme, designed to address the challenges the council is facing.

- 10 CONSULTATION AND ENGAGEMENT PRACTICES FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) SERVICES IN SURREY** (Pages 67 - 86)

Purpose of the report: Scrutiny of Services and Budgets

The purpose of this report is to explain the approach taken to consultation and engagement around Special Educational Needs and Disabilities (SEND) in the light of the SEND Code of Practice 2015, the principles of the SEND 2020 transformation programme and lessons learnt from previous consultations.

- 11 EXCLUSION OF THE PUBLIC**

That under Section 100(A) of the Local Government Act 1972, the public be excluded from the meeting during consideration of 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 the Schedule 12A of Act.

PART TWO - IN PRIVATE

- 12 HENRIETTA PARKER TRUST UPDATE** (Pages 87 - 90)

This is a Part 2 annex relating to item 7 of the agenda.

- 13 RECOMMENDATIONS TRACKER AND FORWARD WORK PROGRAMME** (Pages 91 - 92)

This is a Part 2 annex relating to item 6 of the agenda.

- 14 PUBLICITY OF PART TWO ITEMS**

To consider whether any item considered under Part Two of the agenda should be made available to the Press and public.

15 DATE OF NEXT MEETING

The next meeting of the Board will be held at County Hall on 8 March 2017 at 10.00am.

David McNulty
Chief Executive

Published: Tuesday, 15 November 2016

MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE

Those attending for the purpose of reporting on the meeting may use social media or mobile devices in silent mode to send electronic messages about the progress of the public parts of the meeting. To support this, County Hall has wifi available for visitors – please ask at reception for details.

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It is requested that if you are not using your mobile device for any of the activities outlined above, it be switched off or placed in silent mode during the meeting to prevent interruptions and interference with PA and Induction Loop systems.

Thank you for your co-operation

MINUTES of the meeting of the **EDUCATION AND SKILLS BOARD** held at 10.00 am on 15 September 2016 at Ashcombe, County Hall, Penrhyn Road, Kingston upon Thames, KT1 2DN.

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

Elected Members:

(* Present)

- Mrs Liz Bowes
- * Mr Mark Brett-Warburton (Chairman)
- * Mr Ben Carasco
- Mrs Carol Coleman, Substituted by Mr Richard Wilson
- Mrs Clare Curran
- Mr Robert Evans
- * Mr Denis Fuller
- * Mr David Goodwin
- Mrs Margaret Hicks
- Mr Colin Kemp
- * Mrs Marsha Moseley (Vice-Chairman)
- * Mr Chris Norman
- * Mr Chris Townsend
- * Mr Richard Wilson

Co-opted Members:

(* Present)

- * Mr Peter Corns, Surrey Governors' Association
- Derek Holbird, Diocesan Representative for the Anglican Church
- * Mr Simon Parr, Diocesan Representative for the Catholic Church

Substitute Members:

(* Present)

- * Mr Richard Wilson

Members in attendance:

(* Present)

- * Mrs Clare Curran, Cabinet Member for Children and Families Wellbeing

49/16 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]

Apologies were received from Liz Bowes, Carol Coleman, Robert Evans, Colin Kemp and Margaret Hicks.

Richard Wilson substituted for Carol Coleman.

Apologies were also received from Linda Kemeny and Mary Lewis.

50/16 MINUTES OF THE PREVIOUS MEETING: WEDNESDAY 8 JUNE 2016 [Item 2]

The minutes were approved as a true and accurate record of the previous meeting.

51/16 DECLARATIONS OF INTEREST [Item 3]

There were no declarations of interest made.

52/16 QUESTIONS AND PETITIONS [Item 4]

There were no questions or petitions received.

53/16 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SCRUTINY BOARD [Item 5]

There were no responses from Cabinet.

54/16 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME [Item 6]

The Board noted and approved the recommendations tracker and forward work programme.

55/16 THE COMMUNITY LEARNING AND SKILLS SERVICE 2015/16 PERFORMANCE [Item 7]

Witnesses:

Paul Hoffman, Principal, Community Learning and Skills

Anu Chanda, Deputy Principal

Clare Curran, Cabinet Member for Children and Families Wellbeing

Declarations of Interest:

None

Key points raised in the discussion:

1. The Principal, Community Learning and Skills highlighted that the year 2015/16 had been a positive one for the service, citing that the service had received a Grade two "Good" performance rating from Ofsted, increased the number of adults enrolling on courses, and achieved a 100% pass rate for adults taking GCSE examinations. It was also noted that English and Mathematics courses were proving to be in

high demand, but that computing course enrolment had been in decline.

2. The Principal, Community Learning and Skills pointed out that safeguarding was a core focus for the service, highlighting that the service had recruited a new deputy safeguarding officer. The safeguarding leads were proactively challenging Community Learning Managers to prioritise this aspect of their work. It was noted Ofsted had reported good progress as a result of this, however, it was stressed that this would continue to be an area of focus for the service.
3. It was highlighted that apprenticeships would be a priority for the service in the coming year. This was a response to the introduction of the Apprenticeship Levy scheduled for April 2017. It was noted that the Apprenticeship Levy afforded a positive opportunity for the service to use its expertise more widely..
4. The Board queried some potential risks, pointing out possible issues with regard to future funding for the service. The Principal, Community Learning and Skills pointed out that there were future risks to funding, but that any specific funding issue would be speculation until any policy changes from the new government were known..
5. The Principal, Community Learning and Skills informed the Board that apprenticeship progress and monitoring would be included in the Key Performance Indicator report for the 2016/17 academic year and that target setting for the year would be shared with the Board when it was finalised.
6. Members queried what the changes would be occurring in the service as a result of Local Commissioning. Officers explained that, as a result of recent changes in central government, the effects to the service in the foreseeable future were difficult to ascertain. However, it was confirmed that Local Commissioning would be a consideration in strategic planning in future years.
7. Members raised the concern regarding the course charges and whether they represented good value for money for service users. Officers responded to this concern confirming that a balance had to be struck between value for money, course affordability and the service being able to fund itself. It was noted, however, that there was a Hardship Fund of £15,000 per annum in place for those who were unable to afford courses, in an effort to ensure that adults that wished to learn were not excluded. This was in addition to other fee remission offered by the service. It was noted that any excess of the Hardship Fund not utilised returned to the wider corporate budget. The service offered to provide the Board details regarding how the Hardship Fund

was utilised.

8. Members questioned which centres were subject to a short Ofsted inspection in 2016. Officers responded that the Woking, Molesey, Guildford and Camberley were all inspected and found to be providing good quality provision, ensuring that the service was not subject to a full inspection.
9. The Cabinet Member for Children and Families Wellbeing pointed out that high level strategic plans with regard to the service were being examined by Cabinet with a focus on how the service can support those with learning difficulties and support potential new employees.
10. The Board questioned what the profits for the service were and if monies generated were utilised to further improve the service. It was responded that £856,000 trading surplus was generated by the service. This was returned to the corporate budget and contributed to the organisations overheads and not held by the Service.
11. The Deputy Principal highlighted that the service was looking at new ways to deliver its service and that more scope for free courses to improve wellbeing, particularly those with mental health issues, were being planned.

Recommendations:

1. That the service returns with a high strategic planning document to reduce future risks to the service.
2. That the shares its Key Performance Indicators and Target Setting structure for the 2016-17 academic year.
3. That the service provide the Board information regarding the utilisation of the Hardship Fund in the year 2015/16.

56/16 SURREY EDUCATION IN PARTNERSHIP [Item 8]

Witnesses:

Simon Griffin, Programme Manager

Clare Curran, Cabinet Member for Children and Families Wellbeing

Declarations of Interest:

None

Key points raised in the discussion:

1. Officers explained to the Board that, while the publication of Educational Excellence Everywhere in March 2016 was a component in triggering the necessity for change, Surrey County Council had already identified that education provision in the county had to be redesigned in order to be sustainable. Officers highlighted a vision for co-designed education plans and particularly pointed out that necessity to deliver a high quality, inclusive and sustainable system for the future.
2. It was explained that Officers were beginning their engagement process with partners to determine the optimal way forward for the Council. Members queried who would be part of the engagement process. It was also highlighted that Officers were planning to attend meetings with school governing bodies, phase councils and other groups to gain insights as part of the consultation process.
3. It was pointed out that, in conjunction with schools, Further Education (FE) colleges would also be a part of the process. Members pointed out that business leaders and student groups should also be a part of the consultation process.
4. Officers highlighted that Surrey County Council had a pro-choice stance with regard to potential academisation and would support schools in making the right decisions locally in the best interest of their pupils. The council would also seek the views of schools and other partners on selective education as it considers the Government's recent proposals.
5. It was highlighted that Officers had just begun the consultation phase and that this was one part of the overall policy development process. It was noted that that this was an early phase of the process.
6. Members suggested that Officers would need to collate information regarding costs and risks to the service as a direct result of the potential changes to the service. Officers responded that the service was in its consultation phases, and that information relating to risk assessment and financial liability would be ascertained as part of the design and development phase in the first quarter of 2017.
7. Members highlighted positive aspects of the consultation phase, noting that it was crucial to building a sustainable relationship with schools in the changing environment.
8. Officers offered to circulate to the Board a future work programme of how the Board can work with the service with reference to the timescales provided.

Actions:

1. That a future work programme be worked upon with officers and Members of the Board.

Recommendations:

2. That progress regarding the consultation stage be reviewed by the Board at its next meeting.

57/16 DATE OF NEXT MEETING [Item 9]

The next public meeting of the Board was held Thursday 24 November 2016, County Hall at 10.00am.

Meeting ended at: 12.34 pm

Chairman



SURREY

Surrey Education in Partnership

Education and Skills Board

15 September 2016

What do we need to do?

1. Review Surrey's current education and skills system in the context of national policy and funding changes
2. Co-design a sustainable system
3. Manage the transition



SURREY

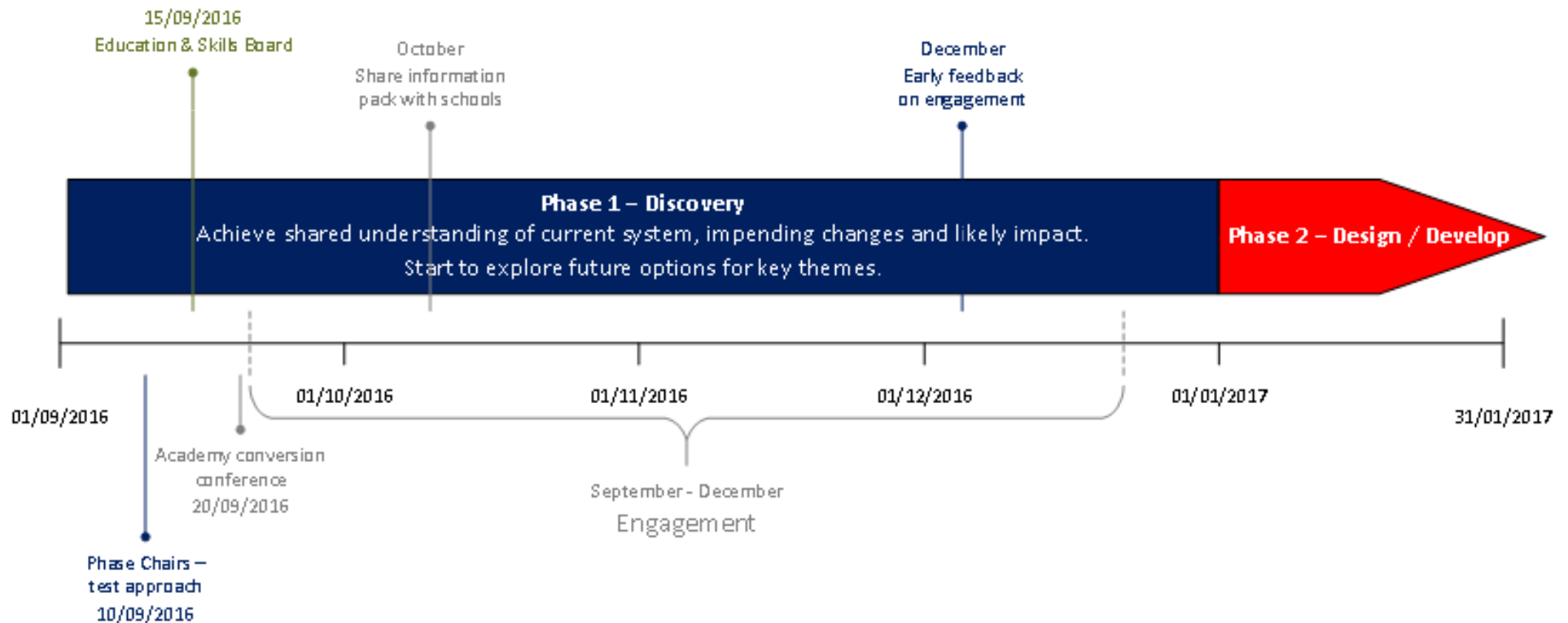
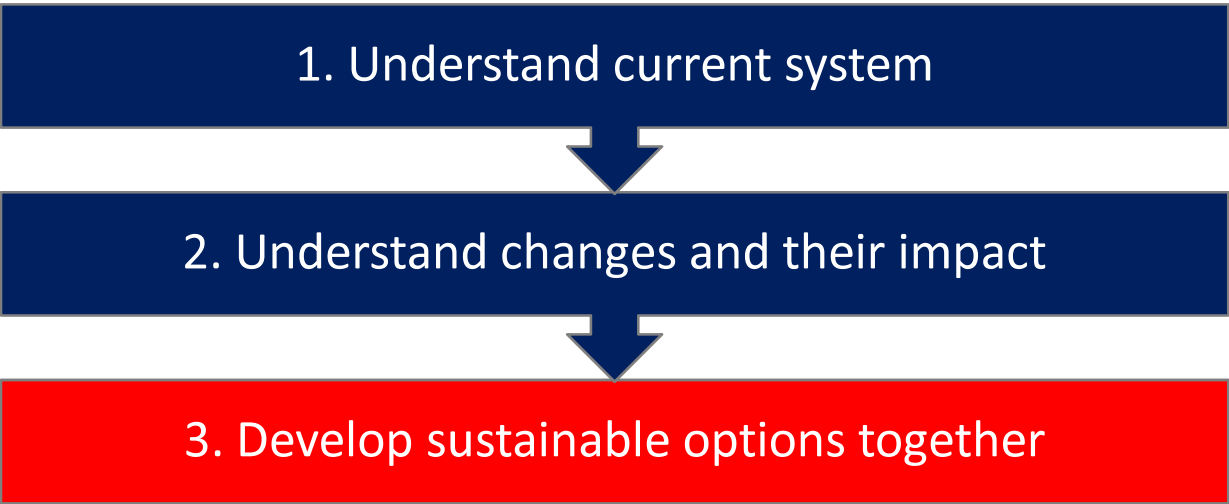
Why?

- We know things are changing:
 - Govt education policy is shifting roles and responsibilities
 - Education funding
- These changes make our current system unsustainable
- **Objective:** ensure Surrey's children and young people continue to have access to high quality, inclusive and sustainable education and training



SURREY

How?

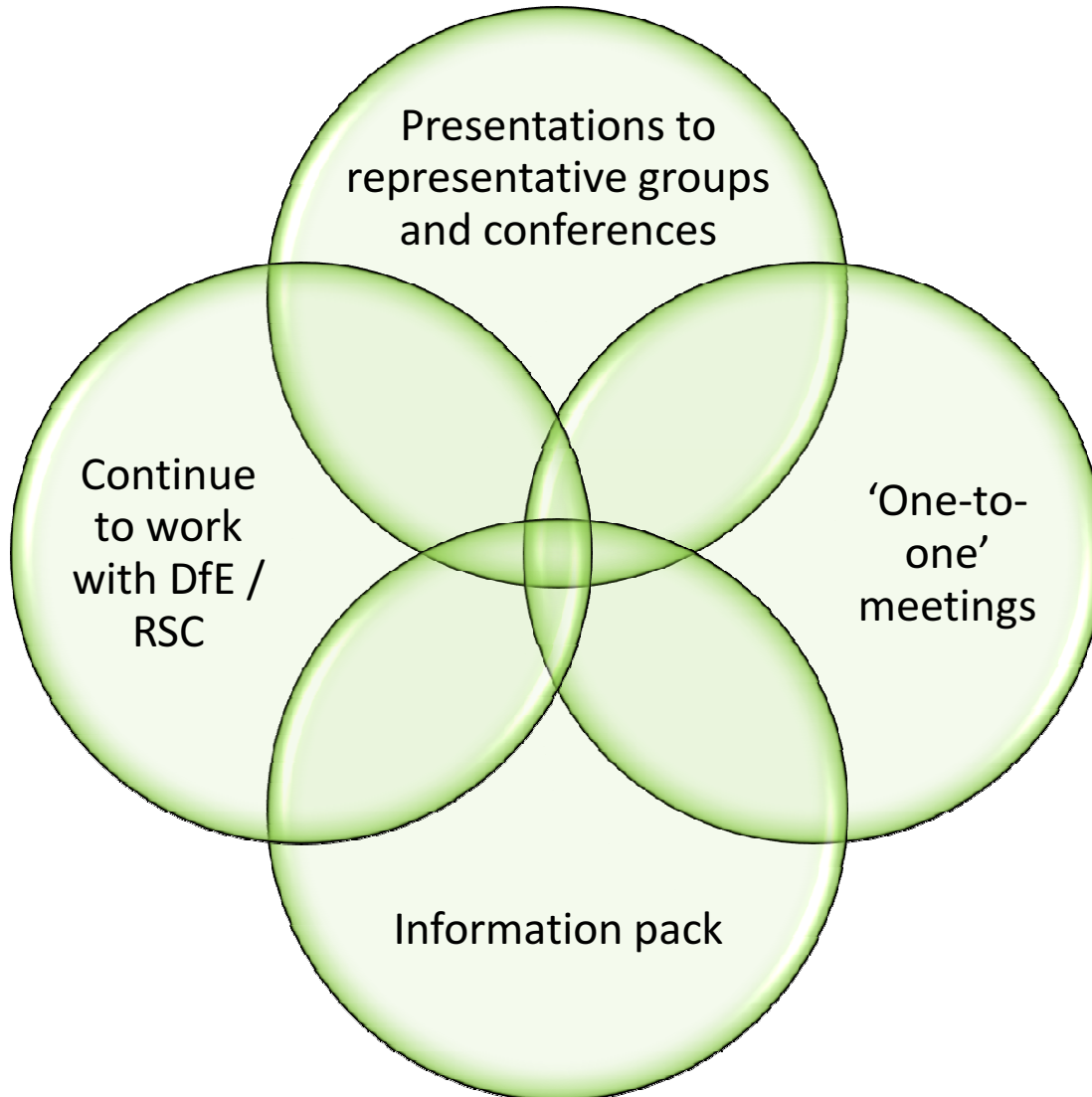


A strong, interdependent system...



SURREY

What does engagement look like?



SURREY

What are the key themes?



SURREY

School
Improvement

Achievement
of vulnerable
groups

Academisation

The LA role

Fairer
funding

Services to
schools

School
organisation

Devolution

Early Years

Improvement in partnership



How do we get there?

- Transition plan developed and delivered in partnership
– share information, identify need and develop trust
- Move to a schools-led, self-sustaining improvement system
- Monitoring and brokerage role for school-to-school support
- Link to Early Help, SEND and Inclusion strategies – working together to meet needs of children and families



SURREY

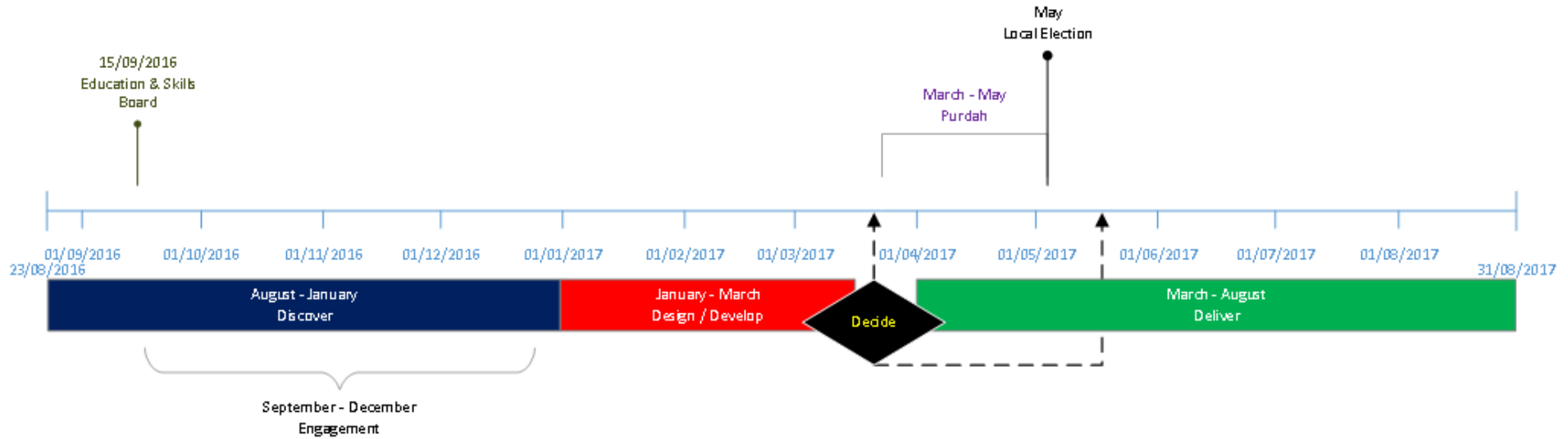


SURREY

What are the end products?

- Shared understanding: changes, their impact and current thinking
- Clearly defined roles and responsibilities
- Refreshed policies/strategy
- Interdependent system based on partnership
- Effective and sustainable support for schools
- All children have access to high quality education
- Raising achievement – vulnerable groups

Supporting this process



- **Engagement** – produce ‘body of knowledge’; support local conversations
- **Research** key areas of education to support development of options
- **Review** options
- **What else...?**

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Education and Skills Board

24 November 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.

Report contact:

Dominic Mackie, Scrutiny Officer, Democratic Services

Contact details: dominic.mackie@surreycc.gov.uk 020 8213 2814

Annexes

- Annex A – Community Learning Service Key Performance Indicators Dashboard Report
- Annex B – Value of SAL Course Subsidies 2015-2016
- Annex C – SOS SEN Consultation Response with SCC Response and Policy Amendments
- Annex D – Draft SEND Travel Assistance for Education Guide v6
- Annex E – SEND Travel Assistance for Education Feedback Form

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

Date of meeting	Item	Ref:	Recommendations/Actions	Achieved/Outstanding?	Deadline/Progress Check	Responsible Cabinet Member/Member/Officer
19 April 2016	SEND Transport Consultation Review [Item 9]	ESB 07/2016	The Board requests to review the Parent Guide for SEND Transport.	Achieved Update: The draft Parent Guide is attached as Annex D to this report. A feedback form for the Parent Guide is attached as Annex E to this report.	September 2016	Sue Roch, Area Education Officer (South East) Liz Mills, SEND Strategic Programme Lead
19 April 2016	SEND Transport Consultation Review [Item 9]	ESB 08/2016	The Board requests a review of the methods and results of the consultation of the Parent Guide with parents and customers of SEND Transport.	Achieved Update: An update on the guide is provided in this agenda	September 2016	Sue Roch, Area Education Officer (South East) Liz Mills, SEND Strategic Programme Lead
19 April 2016	SEND Transport Consultation Review [Item 9]	ESB 09/2016	The Board also requests to review: <ul style="list-style-type: none"> • SOS SEN's response to Surrey County Council's Pre & Post 16 SEND Transport Policies; • Officers' responses to SOS SEN, and • Details on amendments to the Policies accordingly. 	Achieved Update: The Board received an update proceeding the previous meeting. The information tabled at the meeting is attached as Annex C to this report.	September 2016	Sue Roch, Area Education Officer (South East) Liz Mills, SEND Strategic Programme Lead

Date of meeting	Item	Ref:	Recommendations/Actions	Achieved/Outstanding?	Deadline/Progress Check	Responsible Cabinet Member/Member/Officer
8 June 2016	Surrey Area Review [Item 7]	ESB 11/2016	Officers circulate the final Area Review report to the Board, upon publication in Summer 2016.	Outstanding Update: The publication of the Surrey Area Review report has not been published. It will be circulated to the Education and Skills Board on publication.	March 2017	Frank Offer Marcus Robinson
8 June 2016	Procurement For Special Educational Needs And Disabilities Transport Services [Item 8]	ESB 15/2016	The Procurement team report back to the Board in collaboration with the SEND team, in November 2016, in order to monitor progress made, as part of the proposed Parent Guide consultation review.	Achieved Update: A report is scheduled for this meeting.	November 2016	Procurement and SEND Teams
8 June 2016	Procurement For Special Educational Needs And Disabilities Transport Services [Item 8]	ESB 16/2016	That the Procurement team provide, a more detailed breakdown of costs, including: comparison data for solo routes vs group routes, with and without escorts; duplicate route information; and, with input from the SEND team, investigate other potential local transport options.	Achieved Update: A report is scheduled for this meeting.	November 2016	Procurement and SEND Teams
15 September 2016	The Community Learning And Skills Service 2015/16 Performance [Item 7]	ESB 17/2016	That the service returns with a high strategic planning document to reduce future risks to the service.	Outstanding	March 2017	Paul Hoffman Anu Chanda

Date of meeting	Item	Ref:	Recommendations/Actions	Achieved/Outstanding?	Deadline/Progress Check	Responsible Cabinet Member/Member/Officer
15 September 2016	The Community Learning And Skills Service 2015/16 Performance [Item 7]	ESB 18/2016	That the shares its Key Performance Indicators and Target Setting structure for the 2016-17 academic year.	Achieved Update: The Key Performance Indicators Dashboard Report is attached as Annex A to this report.	March 2017	Paul Hoffman Anu Chanda
15 September 2016	The Community Learning And Skills Service 2015/16 Performance [Item 7]	ESB 19/2016	That the service provide the Board information regarding the utilisation of the Hardship Fund in the year 2015/16.	Achieved Update: A Course Subsidies report for 2015/16 is attached as Annex B to this report.	March 2017	Paul Hoffman Anu Chanda
15 September 2016	Surrey Education In Partnership [Item 8]	ESB 20/2016	That progress regarding the consultation stage be reviewed by the Board at its next meeting.	Achieved Update: A report is scheduled for this meeting.	November 2016	Simon Griffin

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Community Learning and Skills (CLS)

Key Performance Indicators

2016/17

CLS Strategic Priorities

Table 1 Performance against CLS Strategic Priorities

	2015/16 Actual	2016/17 Actual	Change (%)	Target
Community Learning (CL) learners [1.1]	9,711	○	(+3%)	10,002
Family Learning (WFL & FEML ¹) learners [1.2]	1,171	○	(0%)	1,171
Outreach and ESOL learners [1.3]	423	○	(+20%)	508
Passport to Wellbeing learners [1.4]	29	○		120
Supported Learning learners [1.5]	358	○		372
Apprenticeship starts [2.2] ²	-	○		10

Learners

Table 2 Learners and Targets by Funding Model and Curriculum Area

Funding Model	Curriculum Area	2015/16 Actual	2016/17 Actual	Change Actual (%)	Target
Community Learning (CL)	Universal	7,906	○		8000
	Supported Learning	286	○		326
	WFL	1,003	○		1,003
	FEML	311	○		311
	Passport to Wellbeing	29	○		120
	Outreach and ESOL	384	○		461
	Total		9,711	○	
Apprenticeships	Business and administration	-			8
	Other	-			2
	Total	-	○		10
Adult Skills	English & maths	315	○		330
	Supported Learning	126	○		108
	ESOL	38	○		50
	Total	511			520
Total (SFA Funded)³		10,066			10368
Full Cost		1,201	○		1,237
No SFA Funding ⁴		57			-
Total⁵		10,879			11,205

¹ Incorporates Wider Family Learning (WFL) and Family English, Maths and Language (FEML) programmes.

² Apprenticeship delivery planned to commence May 2017.

³ SFA funded activity comprises Community Learning (CL) and Adult Skills Budget (ASB) programmes.

⁴ Learners on SFA funded programmes who are not eligible for SFA funding (e.g. EFL learners not resident in EEA for 3 years before start of their course).

⁵ The sum of subtotals may not equal the grand total because learners typically attend courses in more than one funding stream and/or subject area. Such learners count more than once in the subtotals, but only once in the grand totals.

Fee Income

Table 3 Fee Income by Funding Model

	2015/16 Actual (£)	2016/17 Actual (£)	Change Actual (%)	Target
Adult Skills	41,008			
Community Learning (CL)	1,819,040			
Full Cost	89,927			
Total	1,949,875		○	2,027,870⁶

Note: Figures in the above table sum fees paid by learners at enrolment. They do not include SFA funding.

Observations of Teaching Learning and Assessment (OTLAs)

Table 4 OTLAs and Learner Feedback

OTLAs	2015/16	2016/17	Target ⁷
Number of observed learning sessions	116	○	105
Number of Informal Class Visits and 1-2-1s	331	○	330
Observed learning sessions graded at good or outstanding (%)	92.2%	○	90.0%

Learner Feedback

Table 5 Learner Feedback

	2015/16	2016/17	Target
Learner Feedback on the effectiveness of the pace of the course (%)	90.8	○	90.0
Learner Feedback on how far the course met expectations (%)	90.3	○	92.0

Safeguarding

Table 6 Safeguarding

	2015/16	2016/17	Target
Completed Prevent awareness training ⁸ (%)		○	98.0
Completed Safeguarding training ⁹ (%)		○	98.0
Safeguarding concerns raised	Total	32	-
	Of which escalated	19	-

⁶ +4% on 2015/16.

⁷ OTLA targets are for whole academic year.

⁸ Percentage of active staff (excluding volunteers) who have received Prevent training.

⁹ Percentage of active staff (excluding volunteers) who have received safeguarding training in the previous 2 years.

Qualification Achievement Rates (QAR)

Community Learning (CL)

Table 7 QAR Community Learning (CL)

	2015/16	2016/17	Change (pp)	Target
	Actual	Actual	Actual	
Achievement rate (%)	90.4	○		91.2
Retention rate (%)	92.2	○		92.0
Pass Rate (%)	98.0	○		97.0
Attendance rate (%)	82.9	○		82.8

Adult Skills

Table 8 QAR Adult Skills

	2015/16	2016/17	Change (pp)	Target	NART ¹⁰
	Actual	Actual	Actual		2014/15
Achievement rate¹¹ (%)	86.5	○		88.0	84.7
Retention rate (%)	94.1	○		94.0	92.0
Pass rate ¹² (%)	92.0	○		96.5	92.1
Attendance rate (%)	87.2	○		87.0	-

Table 9 English and maths GCSEs

	2015/16	2016/17	Change (pp)	Target	NART ¹³
	Actual	Actual	Actual		2014/15
English GCSE					
Learners (Starts)	63			70	3,200
Grades C – A* (%) ¹⁴	38 (67.9%)				
Achievement rate (%)	88.9			89.0	82.6
Retention rate (%)	88.9			89.0	83.9
Pass rate (%)	100.0			100.0	98.5
Mathematics GCSE					
Learners (Starts)	84			93	5,270
Grades C – A* (%)	67 (91.8%)				
Achievement rate (%)	86.9			87.0	83.3
Retention rate (%)	86.9			87.0	85.9
Pass rate (%)	100.0			100.0	97.0

¹⁰ Source: [National Achievement Rate Tables \(NART\)](#) | Education and Training 2014/15 | Overall Headline | Other Public funded | Age 19+ | All levels.

¹¹ Formerly known as 'Success rate'.

¹² Formerly known as 'Achievement rate'.

¹³ Source: [National Achievement Rate Tables \(NART\)](#) | Education and Training 2014/15 | Overall Individual Qualification | Other Public funded | Age 19+ | GCSE Mathematics or English as stated.

¹⁴ Percentage of starts with certified result that achieved a grade C or better.

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SEND



A guide to education travel assistance 2016-17

Co-produced with
Family Voice Surrey

Surrey County Council offers travel assistance to parents and carers of children and young people with a statement of special educational needs (SEN) or an education, health and care plan (EHCP) aged up to 25 years.

This guide is to help parents, carers and young people navigate the system and understand their eligibility, and how to get the SEND travel assistance they need. On page 3 is a detailed diagram or flow chart showing the different factors that affect an application for travel assistance.

The council assesses eligibility for travel assistance following two principles:

1. A child or young person's individual needs determines the support they are given, and evidence is taken from a range of professionals and their parents and/or carers.
2. Children and young people are assessed on an individual basis and any decision is based on their individual needs.

At the start of the statutory process for an EHCP, a SEND Case Worker is allocated who will support this process. They will advise you on the travel assistance policy and how it applies to your circumstances and the options available.

Once the plan is in place, the travel assistance is reviewed as part of the annual EHCP review conversation. When a child is in Year 9, their annual review is about preparing for adulthood and, where appropriate, planning for independent travel.

There may be more frequent reviews depending on circumstances, such as exceptional needs. Exceptional needs might include, but are not limited to, the following: health needs, disability, circumstances affecting the child's sibling(s) or other close family members who are dependent upon the child's parents/carers, exceptional financial difficulties and/or other factors that are likely to significantly impact on the parents'/carers' ability to

transport their child to and from their education provider.

Any young person whose disability affects their ability to travel safely will be eligible for travel assistance. But there are circumstances where a child or young person is not eligible for travel assistance. These are usually where:

- a young person's additional needs do not affect their mobility or safety while travelling, in which case standard eligibility criteria based on distance alone will apply;
- or where you have chosen provision for your child that is further away from home than alternative suitable provision closer to home, in which case you will be responsible for meeting the additional travel costs.

We recognise that many parents and carers would like to take their children to school themselves. If you are eligible for travel assistance, we offer a travel allowance to enable you

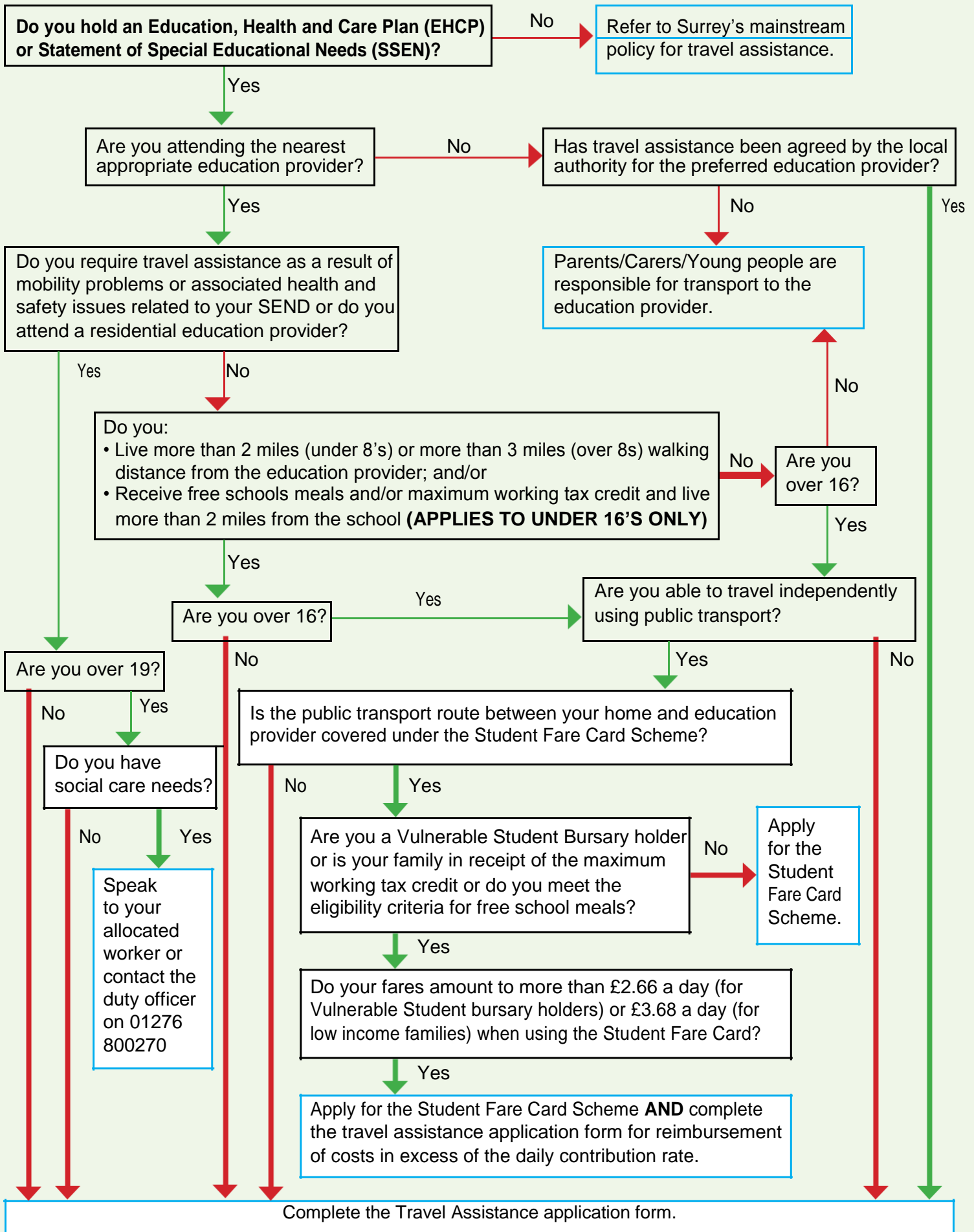
to do this and benefit from the flexibility this offers for your circumstances. Alternatively, we offer options for independent travelling and for contracted transport, where independent travel is not possible.

16-18 contribution to travel

If a young person is going into the Sixth Form at a school or a college and they are eligible for travel assistance, then a contribution to travel costs is charged each term. The contribution is capped at £3.68* a day, and applies to all forms of travel assistance.

(*2016-17 charge. This charge will increase in line with inflation for 2017-18).

Application for travel assistance - flow chart



If your child qualifies for travel assistance, your SEND case worker will request that the council's Transport Coordination Centre (TCC) makes the appropriate travel arrangements. This could be either a parental travel allowance or a pass for public transport (if applicable) or suitable contracted transport, eg coach, minibus or taxi.

15 miles x 2 journeys x 45p x 190 days = £2,565

**Travel allowance
£256.50 per month**

Once the allowance is agreed, you'll receive a letter confirming the annual sum. This is then paid in equal monthly instalments from October to July. Attendance is checked each term, and as long as attendance stays above 80%, the amount paid stays the same. The allowance is subject to the 16-18 contribution to travel for young people going into Sixth Form at school or college.

2. Public transport - independent travelling

Our desire is for our young people to become more independent travellers and we have a range of options to provide support for children and young people to travel independently on public transport (subject to eligibility).

Children and young people requiring travel assistance who are able to travel independently using public transport may benefit from one of the following schemes (subject to eligibility):

Up to age 16

- Free bus or train pass
- Seat on a school coach
- Reimbursement of the cost of the lowest equivalent public transport rate where a Surrey pass is not appropriate.

Post-16

- **Disabled Person's Bus Pass** – free travel is available on all buses in the country but there may be variations in the offer available in different authorities. Surrey provides the additional concession of free travel at any time, however the national minimum is 9.30am - 11pm Monday to Friday, and all times at weekends and public holidays.
- **Disabled Person's Rail Card** – this card costs £20 and will entitle you to a third off. Visit www.disabledpersons-railcard.co.uk for more information.

- **Student Fare Card Scheme** – for the cost of £25 for a train or bus, 16-18 year old Surrey students in full-time education receive the following discounts:
 - **Bus** - travel on Surrey buses for the under 16s fare.
 - **Train** - season tickets can be purchased at one-third of the full adult rate.

Students using a Student Fare Card who receive a Vulnerable Student Bursary or are from a low income family can access additional financial support, claiming reimbursement where their daily costs exceed Surrey's contribution rate.

Where a student is unable to use a Student Fare Card or Disabled Person's Bus Pass because either they are not eligible for a pass or the public transport route is not eligible, they may claim reimbursement for costs in excess of the contribution rate.

1. Travel Allowance

A travel allowance is a flexible option available to children or young people who are eligible for travel assistance. It is ideal for parents and carers who wish to take their own child or young person to school or college.

How much could I get?

The amount is calculated based on the home to school/college mileage via the shortest viable road route. We pay 45p per mile, each way, per day. So if your child or young person has a home to school journey of 15 miles each way, the calculation would be:

Post-16 students may claim reimbursement where their daily travel costs exceed Surrey's contribution rate (capped at £3.68 per day for 2016-17). Claims can be made by contacting your SEND Case Worker. For post-16 students from families on low incomes, additional financial support is available to ensure that travel costs do not become a barrier to their access to education or training.

Other sources of financial support for independent travelling

16 to 19 Bursary Fund

Young people may be able to get a bursary to help with education-related costs, such as transport, by applying directly to their school, college or other education or training provider. There are two types of bursary: **Vulnerable Student Bursary** Up to £1,200 could be available if at least one of the following applies:

- You are in or have recently left local authority care

- You have a disability and receive Income Support in your name
- You have a disability and receive Employment and Support Allowance (ESA) and either Disability Living Allowance or Personal Independence Payment (PIP) in your name
- You have a disability and receive Universal Credit in your name

Please note: if in receipt of the VSB your contribution will be £2.66 per day.

You need to be aware that any claim you make as a young person in your name will directly impact on your family's overall entitlement to benefits and eligibility for child tax credits and working tax credits. We recommend you seek advice before deciding which options will work best for your situation. You can receive benefit advice at your local Citizens' Advice Bureau.

Discretionary Bursary

A discretionary bursary may be available for young people in

need of financial support who do not qualify for a vulnerable student bursary. Your education or training provider decides the amount you receive, based on your individual circumstances, such as family income. You apply to your school, college or education provider for this funding, which can be used to pay for transport.

Please note: if in receipt of this bursary you will contribute £3.68 per day.

Surrey Young People's Fund

The Surrey Young People's Fund provides grants to young people to enable them to gain access to training and employment. These grants will typically be between £50 and £200 and can fund items directly related to enhancing the young person's employability skills. For more information and to apply, visit: www.cfsurrey.org.uk/fund/the-surrey-young-peoples-fund/

If you do not qualify for any of the sources of financial support and are unable to afford the

cost of transport to access education, please speak to your SEND Case Worker to apply for other assistance, which may be considered on a case-by-case basis.

Independent travel training

The council will be working in partnership with parents to develop independent travel training in 2016-17. Details about this training are still being finalised and will be available on the council's website.

For more information visit www.surreycc.gov.uk/SENDtransport

3. Council-contracted transport

What we will do

- Commission travel arrangements as instructed by the SEND team, including any approved special requirements, such as solo travel or with an escort.
- Make suitable travel arrangements within 10

working days of the request being received from the SEND team. At peak times this may take longer and we cannot guarantee that transport will be organised for the start of the school year for any requests received in August.

- Send a letter to you detailing the travel arrangements we have put in place, including the name and contact details of the operator if your child is travelling on a contracted vehicle.
- Contract manage all operators on an ongoing basis by holding monthly meetings/discussions with each operator to review their performance.
- Only use council approved operators where all drivers and escorts are fully vetted, including an enhanced Disclosure and Barring Service (DBS) check, and receive training necessary to manage medical conditions before the issue of a TCC Authorised Identity Badge.

driver or any of the passengers in the vehicle is compromised, we may withdraw transport for a fixed period while we will work with you, and other professionals as necessary, to find a suitable solution.

What we are not able to do

- Allow transport operators to make additional journeys at your request – operators can only take passengers from home to school and school to home.
- Plan our routes and allocate pick-up and drop-off times taking into account specific family daily commitments.
- Guarantee that transport arrangements will not change during your child's time at school.
- Allow your child to eat or drink in the vehicle, unless the need to do so is a requirement to manage the child or young person's medical condition, and this is made clear at the time of your application.

What you need to do

- Ensure any information relating to your child's needs is shared with the SEND case worker when requesting travel assistance so that appropriate arrangements can be made to ensure the safety of the driver and child or children in the vehicle.
- Take your child to meet the vehicle at the start of the day and collect them from the vehicle on the return home.
- Be responsible for getting your child to school during any period of exclusion from transport.
- Work with us to find appropriate solutions where issues have arisen.
- Be aware that operators may charge for any additional costs incurred through deliberate damage of the vehicle as a result of your child's use of the transport.
- Inform us of any concerns you have about your child's transport – these will be investigated and recorded, and we will confirm with you that you are happy with the resolution.

How can I appeal a decision about travel assistance?

Where parents and carers disagree with a decision that has been made about a child or young person's eligibility for travel assistance, or are unhappy with changes or other aspects of transport arrangements, they 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 and supplementary evidence may be requested.

If you would like a decision to be reconsidered, contact your SEND Case Worker who will advise on the appeals procedure.

Please note: if circumstances arise where the safety of the

Further information

There are a number of ways you can get more information:
Your SEND Case Worker
(About matters relating to eligibility, travel allowance and changes in circumstances)

Your Area Special Educational Needs Teams (see contact details below)

South East SEN 01737
737990
sesen@surreycc.gov.uk

North East SEN 01737
737940
nesen@surreycc.gov.uk

North West SEN 01483
518110
nwsen@surreycc.gov.uk

South West SEN 01483
517890
swsen@surreycc.gov.uk

Your school, college or education or training provider.

Surrey's SEND Local Offer website

(Please note that application forms for travel assistance are available on the SEND Local Offer website)

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Surrey SEND Information, Advice and Support Service (SIASS) –

www.sendadvice.surrey.org.uk

Surrey County Council's website www.surreycc.gov.uk www.surreycc.gov.uk/SENDtransport

Who do I contact if I have a query or any issues about the travel assistance I am receiving?

Travel arrangement queries - Contact Centre t: 0300 200 1004
e: contact.centre@surreycc.gov.uk

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APPENDIX C



RESPONSE TO CONSULTATION ON PROPOSALS FOR SCHOOL TRANSPORT POLICY FOR YOUNG PEOPLE OVER 16 ON BEHALF OF SOS SPECIAL EDUCATIONAL NEEDS

Page 1

We would query the requirement that evidence of the disability or learning difficulty must always come from a GP or consultant. Where the young person has a statement or EHC Plan, we would suggest that, provided that the evidence for the statement or EHCP is complete and up to date that evidence in itself should be more than sufficient for assessment of entitlement to travel assistance.

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1.1: the proposals for young people in residential school or college are unlawful. Such young people have a right to family life pursuant to the European Human Rights Convention and transport policies must facilitate that. A policy that envisages that a young person in a termly residential placement will only see his family and local friends during school holidays, a young person in a 48 week placement may only see his family once or twice a year, or that a young person in a 52 week placement will not see his family for several years, is blatantly in breach of this principle.

Such a policy would also breach the Equality Act 2010, given that in the nature of things proportionately more young people with SEN and disabilities attend residential schools and colleges because of the shortage of specialist placements. It is clearly discriminatory to make it more difficult for such young people to travel home to see their families when in the nature of things able young people will not be subject to this detriment. We question whether the LA has carried out a full impact assessment and has considered this aspect of its proposals properly.

Furthermore, the proposed policy would be in breach of the LA's duties with regard to special educational provision, particularly the duty under s19 Children and Families Act 2014 which requires the LA to have regard to the need to achieve the best possible outcomes for children and young people with SEN and disabilities; and the overriding duty to provide holistic and integrated educational and social care provision. Any young person attending residential school or college will be vulnerable, but a young person with SEN and disabilities will be more so. To tell a young person attending a residential school or college for the first time that he will not see his parents for six or seven weeks would be inhumane, and would inevitably seriously affect his ability to settle into school or college and to access education and special educational provision properly. It would also carry a serious risk of wasting the LA's investment in the costs of the placement in question.

The duty to provide transport is based in part on the recognised need for children and young people to be with their families as much as possible, and it follows therefore that they must be permitted and assisted to visit their homes as frequently as possible taking into account all relevant factors. The norm for young people in termly residential placements should be for them to be provided with home to school/college transport on, normally, a fortnightly basis, but generally this will depend on normal practice for pupils at the placement in question and the advice of expert staff there who know the young person in question and also can advise on what other students do. For young people in longer residential placements, this should be dealt with on a case by case basis and again should depend heavily on the advice of the school or college.

The norm should also be for Surrey to provide transport if the young person needs to come home at other times for any reason, for example due to illness or the need to attend medical appointments or assessments.

Surrey previously had a policy similar to this which was the subject of judicial review proceedings (*The Queen on the application of AR and BR v Surrey County Council*). Surrey did not defend those proceedings, acknowledging that its policy was unlawful and it agreed to amend its then policy. That action was based on the same legal provisions as those which currently govern the duty to provide home to school transport; it follows that if the policy was unlawful previously, it is still unlawful.

As is recognised in the SEN Code of Practice, LAs dealing with young people with SEN and disabilities should focus in particular on the need to help them move into independent living and employment where possible. It should be recognised that the support of families may well be vital to this process. It would be quite wrong, and seriously counter-productive, for that process to be sabotaged because young people are unable to see their parents for weeks, months or years at a time and are not able to access support from them at a particularly important stage in their education and transition to adulthood.

1.2: Whilst in principle we see no objection to travel assistance being provided via a social care package, it needs to be formally recognised that the primary responsibility lies with the Education Department and it would be more satisfactory for this to be the default position, on the basis that it is up to Education to recover any contribution or payment from Social Services. It would be highly undesirable for young people to be placed in a position where Education and Social Services are each claiming that the other should provide travel assistance, resulting in none being provided at all.

1.3: On the face of it, given that all LDAs should have disappeared by September 2016, this paragraph should be of extremely limited application. We do not understand why young people with LDAs should not be eligible for transport in the same way as those with EHCPs which are intended to replace LDAs, and therefore on the face of it the mainstream policy would not appear to be appropriate.

2: We would suggest that some of the exclusions in the second section should be reconsidered. If a young person normally goes to a carer after college, then, provided that that does not lengthen the journey unduly, on the face of it there is no reason why the young person should not be given transport to the carer's address. It should be noted that, under the Care Act 2014, the expectation is that voluntary carers (including parents of disabled young people) should not be prevented from working, and therefore they should be enabled in making the same type of arrangements for care as parents and relatives of non-disabled young people make.

If a young person is in respite care or short break provision, this will normally be provided by the LA pursuant to a care plan and therefore the LA will have a statutory duty to arrange it and to ensure that the young person is able to access it. That duty normally includes the duty to provide transport from school to the respite placement. The proposed exclusion here is particularly difficult to understand given the requirement in the Code of Practice to help disabled young people to attain independence: it will often be the case that, for that purpose, the young person may be placed some of the time in supported accommodation, and it would be quite wrong for a young person in that situation to be prevented from accessing education by lack of transport.

If refusing to provide transport to fit in with after school clubs and activities means that young people with disabilities may not be able to access provision that is available for non-disabled young people, that would be discriminatory. The same applies in relation to educational provision planned over weekends and bank holidays, and link courses.

It would likewise be highly discriminatory and unlawful for an LA to refuse to transport a young person with SEN or disability to or from school or college for the purposes of examinations.

It is in particular the nature of educational placements for young people that they may need to travel between different venues - for example if they are in a special school which also supports placement at further education college courses; or if they are in a college with more than one campus. Unless the provision of transport for that purpose is separately and specifically funded through the EHCP, they should be entitled to travel assistance.

It is also the nature of further education placements that they may well not be for regular school hours, and may be for only three or four days a week. On the face of it there is no reason why young people with SEND should be prevented from attending on such courses by virtue of Surrey's refusal to provide travel assistance, and this would be highly discriminatory and therefore unlawful. If it meant that they were unable to access the provision set out in section F of their EHCP, it would also be in breach of s42 Children and Families Act 2014.

2.1: We would suggest that the policy should spell out in detail the proposals for travel allowances, including the sums envisaged and/or how they will be calculated. Where parents and carers opt to provide transport, the allowance should normally be on a mileage basis at a rate which equates to that allowed by the Inland Revenue, i.e. currently £0.45 per mile assuming a double journey twice a day. Given, in particular, current fuel costs that

rate is modest, and parents and carers should be entitled to reimbursement also for wear and tear on their vehicle, and a contribution towards the service and insurance costs of which the council would in effect be taking advantage.

We do not understand the basis on which it is stated that, where a young person opts for a travel allowance. Benefits are not provided for this purpose, mobility allowance being calculated on the basis of an assumption that LAs will comply with their legal responsibilities in this regard. Parents have no legal responsibility to contribute financially for young people over 18. Young people with SEN and disability are inherently less likely to be able to obtain part time jobs to fund transport.

Where the option chosen is for parents and carers provide transport, the LA will in any event reaping the benefit of a substantial saving by virtue of the free labour provided by the person driving the vehicle. There should therefore be no question in such cases of the LA charging the family yet more.

If a young person were prevented from attending their educational placement because they could not afford to make a financial contribution towards the costs of transport, the LA would be in breach of s42 Children and Families Act 2014 as the young person would be unable to access the special educational provision set out in section F of their EHCP.

The policy is potentially discriminatory and therefore unlawful because it is the nature of young people with SEN and disabilities that they may have to travel to educational providers which are further away than those normally attended by their able peers. The costs of transport are inherently likely to be greater, and although the policy is silent on the amount of contribution expected, there would be a serious concern that if, for example, this is on a percentage basis young people with SEND would be expected to pay disproportionately large amounts.

Page 7

2.1 c) The nature of college placements is that they may well not require students to attend at the start and end of each day – timetables covering the wide range of subjects and options available at colleges are such that inevitably not every student will have lessons or tutorials throughout the college day. If, for instance, a disabled student does not have a lesson until 11 a.m. it would be irrational to insist that his parents and carers travel through the rush hour to get him to college at 9 a.m., especially given that his able peers will not be subject to the same restrictions. Conversely, placements which involve apprenticeships may require the young person to start earlier and finish later than would be the case at an education placement. It is therefore particularly inappropriate to state that reimbursement will only be given for attendance by reference to the school or college day. On the face of it, provided the young person attends as required, the right to travel assistance should not be dependent on the time they arrive and leave.

2.2 and 2.3: The comments set out above with regard to contributions to costs also apply here. It is particularly concerning that the policy gives no indication whatsoever of what contribution Surrey is suggesting for those traveling by contract vehicles. Young people will

have no means of controlling the cost of such transport and it would be inherently discriminatory and in breach of the Equality Act 2010 if a young person cannot attend a college course because, for instance, he is too disabled to use public transport and the only means of accessing the course is by means of contract transport for which the LA is demanding a contribution which is beyond the young person's means. Again, if a young person is prevented from attending an education provider because he cannot pay a contribution, Surrey would be in breach of its duty under s42 CFA 2014.

We do not therefore consider that there should be any issue of young people being required to contribute towards travel costs to enable them to access the special educational provision they need and the education providers which Surrey is required by law to make available to them. We would however observe for the sake of completeness that, if such a provision were put in place, it would be particularly unfair for young people travelling on public transport to be able to seek reimbursement only termly in arrears: in such circumstances they may build up large debts which they simply cannot afford, particularly bearing in mind the experience parents we help have encountered with extended delays in Surrey's payment system.

Page 8

3.2: The list of qualifying education providers should include special schools and colleges, including independent special schools and colleges or independent schools named in section I of young people's EHCPs. It should also include vocational colleges and training courses, for example, catering, art, music, dancing, horticultural or agricultural colleges.

Given that the Code of Practice specifically provides that it covers young people in training and apprenticeships, the policy should also provide for transport to access this.

3.3: We would suggest the second line should be amended to state "... than that which is considered to be the closest suitable provider able to meet the young person's special educational needs and/or provide for their disability". The words "most appropriate" are ambiguous. Bearing in mind the s19 CFA duty, it would be inappropriate for the LA to avoid its responsibility to help young people to access education by claiming that it does not apply if any closer placement exists regardless of how unsuitable that placement might be.

Page 10

4.2 It is difficult to understand why, given that the evidence required under 4.1 can come from a range of medical professionals including a GP, this paragraph insists that only consultant evidence will suffice for parent with medical conditions. Consultants may not be readily available and may not be able to provide the required written evidence expeditiously, and for some conditions preventing a parent or carer from accompanying the young person (e.g. fractured legs) it may not be the norm for a consultant to be involved: clearly a young person should not be prevented from attending school or college for that reason. Provision should be made on the basis that evidence from a GP will be sufficient.

Page 11

The difficulty with the proposal to withdrawn transport where a young person suddenly decides not to travel in transport which has arrived on any given day is that this would conflict with the LA's statutory duty to ensure that young people with statements and EHCPs receive the provision set out in part 4/section F. Furthermore, the Code of Practice puts considerable evidence on the need to encourage young people to gain qualifications and life and employment skills, and to stay in education for that purpose: it also requires LAs to encourage young people who have left education to return to it for the purposes of completing college courses and gaining qualifications. A policy that says that a child returning to college will not receive transport to facilitate that will be in direct breach of that duty.

We would suggest that the default position should be to assume that such young people are refusing for SEND related reasons and/or that the focus should be on facilitating their attendance rather than making it more difficult by withdrawing transport. It is particularly important that young people with SEND stay in school or college, and the focus should be on facilitating and encouraging their attendance.

Page 12

5.6: The limitation of travel assistance to journeys to and from home is unduly restrictive bearing in mind the varied nature of college placements, the fact that young people may need to travel between education providers and may need to travel to apprenticeship or training placements such as, for example, restaurants for those on catering courses.

The policy should also define what is meant by "home". Where, for example, a young person lives in supported residential accommodation near to their college during term time, that should be regarded as home for transport purposes.

The provision that education providers must arrange and pay for transport for visits for inclusion purposes must be accompanied by an agreement that Surrey will fund the education provider separately for this purpose through the young person's EHCP.

Page 14

7: We do not understand why the right to appeal is limited to parents and carers. It should extend to young people with capacity themselves, particularly bearing in mind the fact that the CFA and Code of Practice recognise the rights of young people over 16 to make decisions relating to their education provided that they have capacity. This is in any event inconsistent to references in 7.1-3 which do in fact seem to envisage the young person having a right of appeal.

We would suggest that the policy should set out that, in any of the events described, Surrey will always notify young people, parents and carers of their right to appeal and how to do so.

Overall, the appeal process is lacking in any acknowledgement of the urgency of transport issues. If a young person is not able to get to school or college due to inadequate transport arrangements, that will mean that they miss substantial portions of their education. Given that college courses may be relatively short, missing a few weeks may make the difference between passing and failing. It is particularly serious if the problem arises at the start of the course so that the young person misses the foundation stages of the course and has to start later than all their peers: going to college is difficult enough for young people with learning difficulties without placing extra obstacles in their way. Unless the appeal process can be considerably foreshortened, the principle should be that the young person will be given the transport they request without charge at least until the appeal process is finally completed.

In particular, we can see no reason why a period of 10 working days is envisaged for notification of each decision in the appeal process. LAs are able to issue decision letters within two days for, for example, school admission appeals and there is no reason on the face of it why they should not issue transport appeal decision letters within a similar timeframe.

7.1: The heading of this section is ambiguously phrased and very confusing. Is it envisaged that decisions will be made by an ANSM, the school/SEND post 16 area lead or a college or training provider?

The policy should set out the time within which the ANSM or other decision maker will consider the case. Given that issues of this nature can be urgent, we would suggest that this should be no more than five working days from receipt of the appeal.

7.2: Again, time limits for the panel to meet and make a decision should be set out. We would suggest that this should be no more than ten working days from the date of receipt of the review request.

The policy should set out what is meant by “partner services.”

7.3: The policy should set out from where members of independent appeal panels will be drawn, and what training or experience they should have – again, experience should not be left solely to the discretion of the LA. It is wrong to state that members need not be independent of the LA: self-evidently a panel including individuals who are in any way connected to the LA cannot conceivably be described as independent. It is important that parents, carers and young people using the appeal process should have faith and confidence in it, and this requires true independence: it is a fundamental principle that such panels should avoid not only bias but also the appearance of bias. We would suggest that the LA should use the panel of independent individuals which it presumably maintains for admission and exclusion appeals.

The policy should set out the process of appeal in more detail: for example, it should state the number of people required to sit on the panel (we suggest normally at least three), and should set out a timetable for papers to be circulated prior to the panel meeting; it should also set out how the meeting will be dealt with including, for example, whether young people, parents or carers have a right to make representations in person to the panel - we

would suggest that they should. Provision should also be made for appellants, particularly young people, to be entitled to bring supporters and/or advocates to help them.

The suggested 40 day timescale is far too long, bearing in mind in particular that a young person may be unable to get to school or college unless and until transport is provided. Either this period should be severely reduced, or the policy should provide for transport to be provided in accordance with the request of the young person, parents or carers until the appeal is heard. If provision of this sort is not written in to the policy, Surrey will find itself regularly the subject of judicial review action on the basis that litigants will be fully entitled to claim that the appeal process does not provide an adequate alternative remedy.

Information to be given in the decision letter should also refer to the right to apply for judicial review as well as the right to put the matter to the local government ombudsman. The same applies to the information given on page 15 as to the right to take matters further if the individual in question is not satisfied with the outcome of an appeal.

Surrey Officers response:

- 1. The word 'not' was in the Post 16 Consultation Policy and the omission in the Pre 16 is clearly recognised by SOS SEN and other respondents as a typo. This typo has been rectified in the Pre 16 Policy**
- 2. We have rewritten the section on travel assistance in both policies when a child is in residential education provision to ensure clarity for parents and to ensure we adhere to statutory advice and guidance.**
- 3. We state clearly that individual needs will be taken into account. This statement offers flexibility for individual situations to be considered (see extracted paragraph 5.3)**
- 4. We have ensured clarity on the use of the phrase most appropriate and have ensured that all unintended errors / omissions are addressed**
- 5. We have considered carefully who to seek a report from in regard assessing the medical situation and have clarified that it will be from a consultant in regard to a child's condition but where it is the parent's situation we will accept from a GP as this links to the parent's capacity not to the SEND of the child.**
- 6. The scope of these policies is the travel assistance to education provision. We plan for 2017 to have a single policy that covers the other aspects where there may be eligibility for travel assistance eg respite**
- 7. We have changed the phrase 'home' to 'habitually resides'**
- 8. The appeals process is in line with DFE guidance and therefore we are not proposing any changes to this section in either policy**
- 9. We consider we have listed the full range of qualifying providers**
- 10. We annually review the charges and the allowances and benchmark with other Local Authorities. We are also mindful that we do not place parents in unhelpful situations in regard to tax liabilities.**

AND

In particular relating to response point 3, officers as a result of feedback and legal confirmed that this is in accordance with DFE Guidance, amended Section 5.3 of the Policy to read

5.3 Journey times

Home to education provider transport will be arranged so as to be as non-stressful as possible. Wherever possible, and subject to individual needs, the journey time will be no more than 45 minutes for primary aged pupils and no more than 75 minutes for secondary aged pupils, complying with best practice guidelines. In some circumstances it may be necessary to increase these timeframes where specialist placements are concerned. Journeys to and from education providers outside of Surrey's borders, or for children/young people placed some distance from their home may also, by definition, exceed the usual maximum journey times.

Whilst we recognise the wording may raise parental expectations we are clear that it does not set out that this is our definitive view as we do have the catch all 'wherever possible' and we can quote case law from.

Legal have since given their view that challenges would have come anyway in light of the DFE guidance, which we do not have to adhere to rigidly and is not an absolute right but we do need to have regard to the guidance as being best practice and having this in our policy shows that we do have regard to it.

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Feedback form for families

Before we publish our new leaflet, SEND travel assistance for education, we would welcome your views on how useful and easy to use you find it.

Please spend a few minutes completing our feedback form, and then return your feedback to us by 5pm on Friday 18 November 2016 at the following email address: send2020@surreycc.gov.uk

- 1 Did you find the leaflet, SEND travel assistance for education, helpful?**
(Please tick one of the options below)

a. yes, very helpful	
b. somewhat helpful	
c. not very helpful	
d. no, not helpful at all	

- 2 Please give a reason why you found it helpful or not helpful**

- 3 Did you find the written information easy to understand?**
(Please tick one of the options below)

a. yes, very easy to understand	
b. somewhat easy to understand	
c. not very easy to understand	
d. no, it was very difficult to understand	

4 Please state if anything would have assisted your understanding of the written information

5 Did you find the diagram /flow chart easy to follow?
(Please tick one of the options below)

a. yes, very easy to follow	
b. somewhat easy to follow	
c. not very easy to follow	
d. no, it was difficult to follow	

6 Please state if anything would have made the diagram/flow chart easier for you to follow

When complete please email to send2020@surreycc.gov.uk

Education and Skills Board Forward Work Programme 2016/17

8 March 2017
Committee Room C

- Children's Safeguarding
- Surrey Youth Support Services
- Millie's Mark in Surrey
- Early Years (30hrs) Childcare Review

15 June 2017
Ashcombe

- Business Meeting*

10 July 2017
Ashcombe

11 October 2017
Ashcombe

22 November 2017
Ashcombe

Potential topics for future scrutiny:

- Recruitment of headteachers, specialised teachers and school governors
- Vision for “Education in the future”
- Services for Young People
- SEND Social Impact Bond
- Surrey County Council’s work with and for disadvantaged children
- Assets – Using land to help support school staff
- SEND Programme
- School Admissions – Admissions Code
- Free Schools Programme & Special Schools
- Disadvantaged Children in Surrey
- Transforming Adult Learning Service
- Further Education Improvement
- Early Years - The Impact of "30 Hours" Provision
- Safeguarding



The Education and Skills Board
24 November 2016

Henrietta Parker Trust Update

Purpose of the report: To further update the Education and Skills Board on the progress on the performance of the Henrietta Parker Trust since April 2016.

1.0 Introduction:

- 1.1 This report follows criticism of the management and governance arrangements in 2015, and earlier progress reports in January and April 2016.

2.0 Steps Taken:

- 2.1 The management board of the Henrietta Parker Trust first met in March 2016, and subsequently met again in May and September 2016. The board consists of: Linda Kemeny, Cabinet Member for Schools, Skills, and Educational Achievement; Mary Lewis, Cabinet Associate Member; Ian Burrows, Elmbridge Borough Council; Cheryl Poole, Community Partnerships and Committee Officer, Elmbridge; Peter Milton, Head of Cultural Services; and Paul Hoffman, Principal Surrey Adult Learning.
- 2.2 The board, as reported previously agreed to introduce more robust and accountable management, planning and delivery arrangements, overlaid by the new governance framework. It has also established a review period of two full academic years commencing in September 2016 to prove its effectiveness, both in utilising the Trust in line with the donor's original intentions and generating sufficient volume.
- 2.3 There has been good progress, most visibly in providing first step computing courses for those with low levels of digital literacy. It should be noted that enrolment numbers in the computing programme are the one curriculum area where the Service had a significant fall in the 2015-16 academic year. This raised questions as to whether we should be continuing to update our teaching computer suites across the Service.
- 2.4 Notwithstanding we took the decision to replace the computers in the Henrietta Parker Centre in the summer using the Trust fund, the old machines were more than 7 years old. We then widely promoted a £5

offer for an 18 hour computer basics course. The results have been very encouraging, where in autumn 2015 we had no viable computer basic courses in Molesey.

- 2.5 The enrolment numbers are in stark contrast with Woking and Camberley, where the basics computer courses have not been able to recruit sufficient numbers to have a single viable course.
- 2.6 There has also been a positive response to a similar offer with Good Home Cooking – the basics, where we have two completed courses in the first six weeks of term and have good enrolments for two others after half term. Two of these courses have been targeted to learners with mental health issues. None of the four would have been possible without the support of the trust.
- 2.7 Good promotional activity has been important to raising the availability of these learning opportunities. The Service has distributed 40,000 leaflets to households both in Molesey and to other targeted areas of Elmbridge. In addition there has been concerted effort to strengthen relationships with local organisations.
- 2.8 The Trust has also been used to commission additional Family Learning working with Children’s Centres in Elmbridge. Two experienced organisations, Boogiemites and the Organic Cookery School (OCS), will deliver family learning maths, and cookery with dads and healthy eating workshops.

	Enrolments – Courses Started	Enrolments (November starts)	Academic Year Target
Computing – The Basics	32 (3 courses)	11 (1)	120
Cookery – Good Home Cooking – The Basics	13 (2 courses)	7 (1)*	75
Outreach – Family Learning – Cookery with Dads (OCS)		10 (1)	40
Outreach – Family Learning – Healthy Eating (OCS)		10 (1)	40
Outreach – Family Learning – Maths Workshops (Boogiemites)	14 (1)	30 (3)	80
Total	59	68	355

*There are two other courses, one for learners with learning difficulties and another for adults with mental health issues that are possible November starts.

- 2.9 There is also a proposal with Property Services to erect a Workshop in the grounds of the Henrietta Parker Centre in Molesey. This will act as a facility to host a Men’s Shed, a facility to increase practical craft skills for men and to reduce isolation particularly among those who are widowed and/or struggling with the adjustment of retirement. The completed

facility will also be used to support inter-generational work through engagement with the local youth centre. It will also offer courses in DIY skills to adults of all ages.

- 2.10 The management board is committed to using IMD data and working in collaboration with Elmbridge Borough Council to shape engagement with residents in targeted locations in the Borough. This is planned to shape future delivery priorities for work supported by the trust.
- 2.11 We are confident that the income generated by the Trusts investments in the year to 31 March 2016, will be fully utilised in the current financial year. Delivery of the scheduled programme in full in the 2016-17 academic year will fully meet the requirements of Charity Commission guidance. There has also been a contingency agreed to cover initial expenditure associated with the Men's Shed.
- 2.12 The next priority for the management board is to work with the finance department to identify options on generating a higher return on the capital assets of the fund. In particular the monies currently held in a bank account that constitutes carried forward income.
- 2.12 It should also be noted that the increased promotional activity to communicate the Henrietta Parker supported programme has had a positive impact on the general programme being delivered from the Molesey Centre where enrolment numbers in total are up by 23% in autumn term 2016 compared to the same term last year.

3.0 Next Steps:

- 3.1 The HPT Management Board plans to:
- a) Continue to monitor progress in the engagement of local residents on the programme.
 - b) Challenge the adult learning service to better utilise the IMD data to shape future delivery.
 - c) Work with Finance to improve the return on the Trusts capital.

4.0 Conclusion & Recommendation:

- 4.1 There continues to be good progress since the Education and Skills Board meeting of 19 April 2016. There is an ambition in the Management Board to make effective use of Trust for residents and in keeping with the donor's intentions.
- 4.2 The new management and governance arrangements are clearly making a difference, with good numbers of learners engaging in adult learning in the Molesey area by removing the financial barrier to the programme.

Report contact: Paul Hoffman, Principal, Community Learning Skills Service

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Sources/background papers: Henrietta Parker Trust SCC Internal Audit Report 2015; Henrietta Parker Trust Annual Accounts at 31 March 2016

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Education and Skills Board
24 November 2016

Surrey Education in Partnership – update

Purpose of the report: Policy Development

To highlight key themes emerging from the Surrey Education in Partnership programme.

Introduction

1. National education policy and funding changes are transforming education, making Surrey's current education system unsustainable.
2. The council is therefore working with its partners to co-design a sustainable schools-led education system so that Surrey's children and young people continue to have access to high quality and inclusive education and training.
3. With 93% of schools good or outstanding, Surrey has an excellent foundation upon which to build and the council will provide schools the support they need to make the transition to a schools-led system.
4. The engagement currently taking place under the Education in Partnership (EiP) programme is the first phase of this process, through which schools and other stakeholders are being invited to identify and discuss key issues. These conversations will generate a body of knowledge that will support the subsequent co-design phase.
5. This paper highlights the key themes that have emerged from conversations to date, identifies the key corresponding risks and, where possible, sets out mitigating actions.

Key themes

6. EiP engagement has been taking place since the start of the autumn term, with earlier meetings providing an opportunity to discuss system-wide issues. The

programme team is now in the process of engaging with individual schools, local groups and other stakeholders to ensure all stakeholders are able to take part in and contribute to this process.

7. The following summarises emerging themes, each of which will be incorporated into subsequent planning.

8. School improvement

- 8.1. The Educational Excellence Everywhere white paper proposed to remove local authorities' responsibility for school improvement from September 2017, with Regional Schools Commissioners taking on responsibility for overall standards in education.
- 8.2. In line with this policy position, the Government also announced that local authorities would cease to be funded for school improvement from September 2017.
- 8.3. Since then, the Secretary of State for Education, Justine Greening, confirmed in a written parliamentary statement on Technical & Further Education (27 October) that the Government will not be taking the white paper forward into legislation:

“Our ambition remains that all schools should benefit from the freedom and autonomy that academy status brings. Our focus, however, is on building capacity in the system and encouraging schools to convert voluntarily. No changes to legislation are required for these purposes and therefore we do not require wider education legislation in this session to make progress on our ambitious education agenda.”
- 8.4. Despite the decision not to introduce new legislation, which would have removed certain responsibilities from local authorities, the Government is planning to proceed with changes to the Education Services Grant (ESG), which would leave local authorities' existing responsibilities in place while significantly reducing funding. In light of these decisions, Surrey's current school improvement arrangements are unsustainable.
- 8.5. EiP conversations with schools have highlighted the effective peer-to-peer support that is already taking place across Surrey, which has played a key role in driving up the number of good and outstanding schools. This existing work provides a platform upon which to build a sustainable partnership school improvement model, developing and utilising capacity within a schools-led education system.
- 8.6. It is not yet clear how the Government intends to support delivery of school improvement in a schools-led system, although the white paper indicated that Teaching Schools would have a key role. A partnership approach would enable leaders across the education system would be able to share their knowledge and expertise with peers.

- 8.7. If schools requiring assistance are not able to access the right support at the right time, there is clearly a risk to standards in education, which in turn would be likely to have an impact on educational outcomes for children and young people.
- 8.8. In addition, local authorities would face a reputational risk given that they will retain responsibility for educational standards in maintained schools, despite the cessation of their school improvement funding.
- 8.9. A further financial risk to local authorities is posed by sponsored conversions of maintained schools requiring improvement or those deemed to be 'coasting'. In such cases, the council would be liable to retain any budgetary deficit held by the school at the point of conversion.
- 8.10. The council is working with schools to explore sustainable partnership school improvement arrangements, options for which will be drawn up in early 2017.

9. Education Funding

- 9.1. The Government is currently part-way through consultations on changes to funding for Early Years, Schools and High Needs. The introduction of a Schools National Funding Formula (NFF) and changes to High Needs funding have been deferred to April 2018, with the Department for Education (DfE) planning to issue the next stage of both consultations this autumn. Until this stage of the consultations is published, local authorities and schools will not know how they will be affected individually by the introduction of the NFF.
- 9.2. On the basis of current DfE proposals (which may yet change), from April 2018 the total amount of funding available to schools in an authority area will be determined by the NFF, and in 2018/2019 and 2019/2020 that funding will be allocated to local authorities to distribute, allowing an opportunity to introduce an interim local formula to mitigate the effects of any significant changes to individual budgets. From April 2020, funding allocations for individual schools will be directly determined by the Education Funding Agency (EFA).
- 9.3. In 2017/18, the Government's intention is to separate functions currently funded by the ESG into retained services, where the council has responsibilities to maintained schools and academies (e.g. education welfare, basic need capital, whole service management), and general services, where the council has specific responsibilities to maintained schools only (e.g. HR, financial monitoring of schools, new redundancy costs). Academies currently receive an element of ESG funding for general services directly from the EFA.
- 9.4. The assumption is that the Government will proceed with plans to remove ESG funding for general services from both local authorities

and academies; a budget of £600m nationally. The current estimate is that Surrey County Council will receive £7m of general ESG funding and £2.3m of retained ESG funding in 2016/17, i.e. a total £9.3m.

- 9.5. To enable local authorities to discharge their responsibilities following the removal of general ESG funding, the Government is proposing to allow local authorities to levy a charge on maintained schools. While this would help to mitigate the financial risk to the council, it could create additional pressures for schools. In time, the NFF might mitigate the impact on schools, but this will not be the case in 2017/18 as the NFF is not due to be introduced until the following year. The Government has not yet produced a definitive list of activities deemed to be retained or general, as a result of which the council is not yet able to estimate the levy it may seek to introduce.
- 9.6. Schools have highlighted funding pressures as a key issue, as a result of which the recruitment and retention of sufficient high quality staff is becoming increasingly difficult. Such difficulties clearly present a risk to the quality of teaching and learning and therefore to outcomes for pupils.
- 9.7. Schools have also raised concerns that, in addition to the effect on educational outcomes, staffing difficulties may in turn create additional demand for support at a time when school improvement arrangements are going through a period of transition.
- 9.8. The perception of schools is that budget pressures are exacerbated by the disparity between funding received by schools in Surrey and those inside the greater London area.
- 9.9. The council is continuing to work with the Government to secure fair funding arrangements for all schools in Surrey and to secure appropriate funding for the council to discharge its responsibilities.

10. Governance and accountability

- 10.1. In light of increasing pressure on budgets, sharing expertise and resources effectively through sustainable partnerships will become increasingly important and will help to ensure capacity within a schools-led education system. Surrey's children and young people already benefit from cross-sector collaboration and recent conversations have reaffirmed schools' commitment to move forward in partnership.
- 10.2. The council will continue to support this process and will provide the support schools need to build on their strengths and make the transition to a sustainable schools-led system.
- 10.3. The council will also continue to protect and promote the principle of choice, supporting schools to reach the right local decisions for their children and young people, including decisions around status.

- 10.4. Reflecting conversations with their colleagues in schools, governors have highlighted the following key themes:
- i. a desire for greater clarity regarding school improvement changes;
 - ii. ensuring the long-term sustainability of services;
 - iii. maintaining local accountability within the academy model;
 - iv. resolving on-going challenges of recruitment and retention; and
 - v. identifying opportunities for cross-sector and cross-boundary partnership working.

11. Service to schools

- 11.1. As has been recognised above, changes to funding, roles and responsibilities mean that services to schools are no longer sustainable in their current form. The journey to a schools-led system will therefore see the shape of services to schools change, including the council's own service offer and other forms of support it currently provides.
- 11.2. The knowledge gained through EiP conversations will help to inform this process by identifying which services schools value most and the support required by a schools-led system. Options for sustainable future service delivery models, including the council's future service offer, will be shaped by these factors and of course the funding available under future arrangements.

12. Next steps

- 12.1. The council will continue to work with schools and other stakeholders to achieve a collective understanding of the key issues facing Surrey's education community and the support required to make the transition to a sustainable schools-led system.
- 12.2. In order to ensure every school has the opportunity to contribute to this process, whether individually or as part of a group, all schools have received an invitation to take part in EiP conversations.
- 12.3. The council will continue to protect and promote the principle of choice, supporting schools to reach the right local decisions for their children and young people.
- 12.4. The current EiP engagement phase will continue until January 2017 and will produce a body of knowledge to inform the subsequent work to co-design sustainable options.

- 12.5. The council will continue to represent the best interests of Surrey's communities as the Government considers how to proceed with funding changes and other changes to the education system.

Conclusions:

13. EiP engagement is providing a forum in which schools and other stakeholders can identify and discuss key issues, providing a valuable body of knowledge.
14. This work is also highlighting a continuing commitment to work together; to identify opportunities, strengthen partnerships and resolve emerging issues.
15. At this stage, some themes are more developed than others – e.g. school improvement and education funding – as a result of work that had already been underway at the start of the process. Other areas will be developed further in due course.
16. The EiP programme must help Surrey to maintain its focus on ensuring that all children and young people continue to have access to high quality, inclusive and sustainable education and training, including those with special educational needs and disabilities.

Suggested recommendations:

17. That the Education & Skills Board:
- a) note and comment on feedback received through Education in Partnership engagement to date, including risks identified;
 - b) identify areas in which the Board and its members can support the Education in Partnership programme and work to co-design a sustainable education system for Surrey.

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Sources/background papers: None



Education and Skills Board
Thursday 24th November 2016

SEND Transport

Purpose of the report:

Surrey County Council (SCC) is spending more than it can afford on Special Education Needs and Disabilities (SEND) transport and needs a brave and bold approach to addressing this complex priority. There are no easy options due to the sometimes challenging and complex needs of service users and relationships with stakeholders. This paper is to provide members with an overview of a new **SEND Transport Commissioning Programme**, designed to address the challenges the council is facing.

Introduction:

1. Children, Schools and Families Directorate has sought to improve the SEND transport offer as well as reduce the cost of providing this vital service. This complex system is to be the subject of a new SEND Transport Commissioning Project to achieve these two goals. A team of colleagues from across the council has been created to develop new models, solutions and process which will reduce cost and improve outcomes for children, families and schools.
2. SCC supports transport for approximately 2,920 children with SEND per year and spends nearly £27m providing this statutory service. It costs the council over £8,275 p.a. on average per child to provide this service, which is unsustainable in the current economic climate. The Council aims to save £4.2m per year by 2020/21 from the current SEND Transport budget.
3. The Children and Families Act 2014 has introduced major reforms to the way local authorities and their partners support children and young people with SEND. There have been previous attempts to reduce the spend on SEND transport but these have not delivered the savings required.
4. The Council's SEND transport offer is set out in two new policies agreed by Cabinet on the 24 May 2016. These policies outline the scope and

parameters of the Council's SEND transport offer across three age groups (Primary, Secondary and Post-16). The Council is required to have a robust, equitable and coherent transparent policy in line with Department for Education (DfE) Home to School Transport Statutory Guidance (July 2014) and the SEND Code of Practice 2014. These documents set out best practice expectations each Local Authority is required to meet. This includes a guideline for maximum travel times (45 minutes for primary and 75 minutes for Secondary and Post-16), plus the provision of supporting escorts.

5. Area SEND Case Workers identify the level of need and nature of transport required. The Transport Co-ordination Centre (TCC) designs a route (ideally a combined route) that fits the 'specification' provided. Procurement supports the TCC to secure the best value through open tendering and new e-auction approaches.
6. The new SEND policy - 'Educational Travel Assistance Policy for Children and Young People with SEND - Pre 16', has potentially raised parental expectations for 45-minute journey times for primary age children, although this is guidance and not always possible for nationally recognised reasons. The TCC report an increased budget risk for the 2016/17 school year due to the need to split and change routes.
7. Post-16 SEND transport is governed by a new policy for 2016/17 (Educational Travel Assistance Policy for Children and Young People with SEND – Post-16), which sets out a requirement for parental contributions to be made towards the cost of transport. Presently this is £699.20 per year or £3.68 per day.
8. The current arrangement for procuring transport is by means of a Dynamic Purchasing System, which is managed by the TCC where currently over 100 Providers enter into mini competitions for specific routes. Recently there have been considerable savings (£500k on existing routes April – September 2016) through e-auctions held on routes where competition is high in the local area.

Future Commissioning Approach

9. To address the MTFP challenge and improve outcomes for children, young people and stakeholders Children Schools and Families working with other council departments is leading a new 'SEND Transport Commissioning Programme'. This is a combined and concerted effort across the council to redesign the current system and to assess, design and implement a new series of models for the future.
10. The new programme will review and where required redesign future policy, process and guidance to improve the effectiveness of the system and improve relationships with service users, parents/carers and schools.

11. The programme is planning a significant engagement programme to explain its work and to listen to the views, experiences, ideas and priorities from the following three groups:
 - a. Service users, parents, families and carers.
 - b. Current and potential future providers of SEND Transport.
 - c. Professionals, Schools and stakeholders.

The Directorate has conducted a wide breadth of engagement with Families on SEND services (non-transport related engagement) over the last 12 months. Families have asked us not to repeat the same conversations and so the SEND Transport Commissioning Programme will seek to build on previous discussions – ensuring a fresh and meaningful engagement process.

12. The SEND Transport Commissioning Programme will develop a detailed options appraisal for future provision and to pilot the best of these from April 2017. The new model will be ready for implementation from September 2017 – although it may take a further 12 months to be fully implemented due to the needs of children and young people being taken into consideration.
13. There is a work starting to improve the guidance and instructions for the SEND service on how the 'specification requirement' (nature and need for transport) is decide. The process in which decisions are made may result in low accountability for the overall budget spend (including overspend).
14. The council is adopting an outcomes based approach to the transformation of SEND Transport. This includes analysing existing data, developing options, piloting new models and implementing a new range of solutions designed to improve outcomes for service users and stakeholders.

Demand Growth

15. The growth in demand for SEND transport can be linked to the projected growth in EHCP's and population of Surrey with SEND. The SEND 2020 needs assessment projects a 16% increase in children with SEND entering the system. This equates to approximately 900 more children with EHCP's by 2025.
16. At the current average cost, this increase could potentially create a budget pressure of £4.5m p.a. This is based on the current take up of SEND transport (approx. 50%). The forecast growth in Education Health and Care Plans (up to the age of 25) makes the projected MTFP targets increasingly ambitious. To reduce the cost by 2021 and absorb the projected (medium prediction) growth in demand (300 more cases by 2021) requires a model that saves £7.2m pa by 2021 and beyond. There is an additional pressure where under the Education and Skills Act 2008, young people have been required, since June 2013, to stay in education or training for a further year after the compulsory school leaving age.

Other Local Authorities

17. Local Authorities across the country are wrestling with the same financial challenges and a range of options have been developed. These include clearer entitlement criteria, use of Community Transport providers and a variety of ways of re-organising system.
18. SCC, in comparison to other local authorities spends more on SEND transport per child/young person. When compared to Kent CC, who have approximately 100 more children and young people to transport, SCC's spend is 44% higher per person. On average SCC spent £8,275 p.a. verses Kent's spend of £4,738 p.a.
19. A key change for Post-16 children and young people is that the Council can ask for a contribution from the parent/carer towards the cost of providing transport. SCC introduced a £695.40pa parental/carer contribution. Other LA's have similar schemes ranging from £200-£600+pa.
20. It's key to note that comparing Surrey with other councils is a complex challenge. The nature of need, location of school sites, local capacity and location of specialist provision all have an impact on each councils costs.

Conclusions:

21. There is a requirement to work collaboratively with children, young people, schools, Family Voice and internal stakeholders to explore alternative ways of delivering a sustainable transport solution for SEND children and young people in Surrey within the financial envelope available.
22. The new SEND Transport Commissioning Programme aims to deliver up to £7.5m savings by 2021, whilst maintaining a solution that satisfies the requirements of all stakeholders.
23. The new programme work will report its work back to the SEND 2020 Programme Board and the Commissioning Overview Group to ensure consistent approaches, support and momentum is maintained.
24. The challenge in redesigning the SEND transport system is substantial. Previous efforts have been well-meaning but have not delivered the savings required in the MTFP. This is why a new joint approach is being adopted.
25. The programmes strapline is to take a 'bold and brave' approach. Only through being courageous and restorative will the programme be able to work with departments and stakeholders across Surrey to deliver the MTFP savings.

Suggested recommendations:

26. It is recommended that the members scrutinise the new SEND Transport Commissioning Project approach being taken and offers constructive feedback on key area of focus which the members would like to see explored.
27. It is recommended and endorsed that the council explore a range of alternative options for SEND transport to deliver the MTFP savings required.

Next steps:

28. The SEND Transport Commissioning Programme has started its work and will take time to draw together all the information and data needed to make sustainable progress.
29. The SEND Transport Commissioning Project has established a working group of officers and partners across this topic to co-ordinate and drive the programme forward to deliver the outcomes and MTFP savings.
30. The programme is considering implanting a SEND Transport Commissioning Board to provide both members and senior managers with a higher degree of governance and scrutiny of the SEND Transport Commissioning Programme.
31. A detailed options appraisal will be developed and tested. Key successful options will be piloted and developed further to examine their impact on service users and MTFP.

A series of engagement events will be held specifically for SEND transport with the following stakeholders to capture feedback as well as support and challenge for options and proposals:

- Existing transport providers
- Area SEND teams and TCC colleagues
- Parents, Schools and Families (with Family Voice)

Officers will conduct a review of the models being adopted by other LA's.

Report contact:

Leigh Middleton, Senior Manager Business Development, Commissioning and Prevention

Gabrielle Close, Interim Head of SEND Operations, CSF.
Robert Kitt, Senior Category Specialist, Procurement and Commissioning
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Sources/background papers:

SEND Transport Commissioning Programme, September 2016



Education and Skills Scrutiny Board
24 November 2016

Consultation and Engagement Practices for Special Educational Needs and Disabilities (SEND) Services in Surrey

Purpose of the report: Scrutiny of Services and Budgets

The purpose of this report is to explain the approach taken to consultation and engagement around Special Educational Needs and Disabilities (SEND) in the light of the SEND Code of Practice 2015, the principles of the SEND 2020 transformation programme and lessons learnt from previous consultations.

Introduction:

- The Children and Families Act 2014 and the SEND Code of Practice 2015 have resulted in a significant number of policy, practice and commissioning changes in Surrey. These changes require significant engagement with a wide range of stakeholders, including families of children and young people with SEND needs.
- The SEND Code of Practice 2015 stresses the importance of involving families directly in strategic decision-making about SEND services. It advises that Local Authorities should work in partnership with their local SEND parent carer forum as well as with a wider group of families and service users. Active participation and coproduction with SEND customers is recommended.
- The main vehicle for the improvement of current SEND services in Surrey is the SEND 2020 transformation programme which reports to the Surrey SEND Partnership Board. A commitment to a partnership approach and active engagement or coproduction with stakeholders is written into the principles of the SEND 2020 programme.
- However, this commitment is not consistently embedded into practice. Whilst some SEND consultation work has exemplified these principles, there have also been examples of less effective practice and a degree of customer and partner unhappiness. Key lessons have been learnt from these poorer examples and, where possible, consultations have been revisited and improved, Annex 1.

Consultation and Engagement Practices around SEND and the SEND 2020 Programme

- In order to support best consultation and engagement practices around SEND transformation and the work of the SEND 2020 programme, an initial mapping of key stakeholders has been undertaken and a SEND communications and engagement plan has been agreed.
- In addition, a multi-agency Community of Practice for Engagement and Participation has been established to share best practice and reflect on lessons learned.
- Active participation and coproduction with customers (families, children and young people with SEND) is described in a new SEND Coproduction Policy which was adopted by the SEND Partnership Board in July 2016, Annex 2. In this policy, participation is defined as, 'families working with strategic groups and decision-makers to shape services', and coproduction is defined as, 'working together on the development of decisions that are made in an equal and reciprocal relationship'. A striking example of the successful application of these principles has been in the engagement work around the published SEND Local Offer interactive website, which was relaunched in April 2016 with full participation of several hundred SEND families and young people following their feedback on the initial version launched in September 2015. This engagement was realised via workshops, engagement events and through social media.
- In order to facilitate this level of active participation and coproduction, the SEND 2020 programme has worked closely with representative groups of SEND families and young people as well as with the wider community. In line with the SEND Code of Practice, work has been done with Surrey's SEND parent carer forum Family Voice Surrey to ensure they are a sustainable and representative group. In addition, links are being formed with 'special interest' groups such as the parent bodies of particular settings and with groups representing the 'harder to reach' families, such as the Surrey Minority Ethnic Forum and the Surrey Gypsy Traveller Communities Forum.
- To ensure that SEND young people themselves have a voice, a SEND rights and participation team has been established and furthermore, school and community-based young people's groups are being developed to participate in consultations. The SEND participation team works in partnership with other participation teams in Surrey and has agreements in place with voluntary providers such as Surrey Disability Challengers and Barnardo's who work with SEND young people with more complex needs.
- A suite of policy and practice documents is being developed to support best consultation and engagement practice, including a quality standards monitoring tool. Some of this documentation, including the SEND coproduction policy, has been shared regionally with other Local Authorities in the South East through the Department of Education's South East Regional Round-Up newsletter.
- In the next section of this report, the best examples exemplify the approach described above and show how lessons have been learnt from previous, less effective approaches.

Best Practice Examples in SEND Consultation and Engagement

- The partnership approach to redeveloping the published SEND Local Offer website has already been cited in point 7. A steering group comprising all partners, including parents and young people, ran a number of engagement workshops and group discussions throughout 2015-16 in order to redesign the published SEND Local Offer website. As a result, the site was relaunched in 2016 as an interactive portal with a special area for young people. Analytics data demonstrates an increasing use of the site by customers.
- A second best practice example is the pre-consultation and engagement work carried out on the review of the placement criteria for Surrey's residential provision in its maintained special schools, 2015-16. Three linked stakeholder engagement groups were established for initial discussions about the review before going out to wider consultation. The membership of these groups comprised headteachers of the schools concerned, Family Voice Surrey, a wider group of parents and young people, Surrey County Council representatives and health partners to ensure all views were heard in a fair and transparent way. In addition, meetings and workshops were held in each of the affected schools to provide an opportunity for parents, pupils and staff to ask questions and find out more about what was being proposed. This review is about to go out for formal consultation which will be run along best practice guidelines.

Lessons Learnt from Earlier Consultations

- Initial iterations of two key SEND consultations did not always follow the principles and practice outlined above. As a result, significant concerns were expressed by families about what they perceived as a lack of transparency and lack of genuine engagement and consultation.
- As a result of scrutiny and challenge, and lessons learnt about the importance of a wide-ranging and proactive engagement and consultation approach, these consultations have been revisited and improved. For more detail on the lessons learnt, see annex 1. Recent iterations of both consultations have been cited by parent representatives as examples of good practice, and of learning by listening to the customer voice. They were also cited as good examples in written evidence prepared by Family Voice Surrey ahead of the recent SEND CQC-OFSTED inspection.

Next steps:

The draft Quality Standards monitoring tool, Annex 3, will be taken for sign off by the SEND Partnership Board Autumn 2016, along with a schedule for annual self-evaluation and monitoring reporting to the Partnership Board.

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Annexes:

Annex 1: Lessons Learnt from Consultations A and B, 2015 (early versions of consultations re-run in 2016).

Annex 2: Surrey SEND Coproduction Policy 2016.

Annex 3: Draft Quality Standards for CYP participation monitoring tool 2016.

Background papers:

SEND 2020 Development Plan 2016, *as published at Education & Skills Board*, March 2016.

Minutes of SEND Local Offer Steering Group 2015-16 (full set available on request).

SEND Code of Practice 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Annex 1: Lessons learnt from Consultations A and B, 2015-16

(The purpose of this paper is to summarise the lessons learnt from these two consultations hence the decision to anonymise them)

- Any effective consultation and engagement work needs to start with a thorough mapping of key stakeholders and an accompanying analysis for who might be affected and to what degree. (This work will support later Equalities Impact Assessment work).
- Initial engagement activity needs to be planned thoroughly and where possible, in partnership with stakeholders (including any activity targeting any harder-to-reach stakeholders.)
- Any consultation and engagement work must include representative groups as well as individuals and groups directly impacted by any proposed change.
- Early communications messages need to be planned to meet the differing needs of the range of stakeholders.
- A communications and engagement strategy needs to be agreed and shared with stakeholders right from the start as this will underpin all the subsequent work.
- Where there are representative groups representing the stakeholders (for example Surrey's Parent Carer forum Family Voice Surrey), these need to be engaged with from the very beginning of the work as they can advise and input into the communications and engagement strategy as needed.
- In order to ensure transparency and trust, pre-consultation engagement is vital. This may include a range of face to face meetings, workshop opportunities, written communications, and social media updates.
- If possible, a partnership monitoring group (representing the stakeholders) should be established with terms of reference to monitor the equitable and transparent management of the consultation work.
- Clear parameters need to be agreed with partners and stakeholders about the level of participation appropriate to this piece of work (are they mandated to coproduce or to participate at an active level? Do they have any decision making responsibility?). Confusion about the extent and limit of the influence stakeholders will have over any final decision making can cause significant unhappiness and lack of confidence later in the process. Clarity from the beginning about this is paramount.
- A timeline and plan for any pre-consultation work and any formal consultation needs to be shared transparently (and ideally monitored by a monitoring group) plus a clear timeline for the decision-making and implementation process. (This may be part of the communications and engagement strategy or separate, supporting documentation).
- There needs to be a named individual or group of individuals to be a point of contact for any questions or queries along the way.
- The effectiveness of a formal consultation will largely depend on the extent and effectiveness of early engagement and pre-consultation work.

- Qualities of honesty, transparency, and listening are a high priority for parent carers, young people and all partners engaging in this kind of activity with the Council.

Susie Campbell, Quality Assurance and Professional Standards Manager, SEND Participation, 2016.

Surrey SEND Partnership Co-production Policy: Children, Young People, Parent Carers. (Note: When agreed, an accessible version of this policy will be produced and published on the Surrey SEND Local Offer website with working links)

1. Introduction

Good and effective co-production relies on strong relationships between all parties. It needs to be planned for and supported to be sustainable. This is particularly true for co-production work with parent carers, children and young people.¹ Sustainable, representative structures need to be in place to ensure that co-production is embedded and resourced. The purpose of this policy is to clarify what co-production means, how it is configured in Surrey and what are its boundaries.²

Surrey SEND Partnership is committed to ensuring that children, young people and parent carers are involved in discussions and decisions, not just about their own individual support but also in strategic planning, decision-making and commissioning. This commitment reflects new duties of co-production introduced in the SEND Code of Practice 2015 and is captured in Surrey's SEND Development Plan 2016-2020 (published Spring 2016).

This policy should be read alongside:

Surrey SEND Development Plan 2016-2020	Link
Parent Carer Forum's Memorandum of Understanding agreed with Local Authority and SEND partners	Link
SEND CYP Rights and Participation supporting documents	Link
SE7 Good Practice Guide	Link
Surrey's Co-production Self-Evaluation Tool	Link
MAPPIT (Early Support Multi-Agency Working evaluation tool)	Link

¹ Although this policy mainly addresses co-production work with families, its principles should apply to all partnership co-production work.

² Families are entitled to be involved in their own assessment and planning processes. This crucial but individual dimension of co-production and participation is described in the Education Health and Care process documents, Early Help documents, Children and Families assessment documents all published on the SEND Local Offer. See also Surrey's Customer Service Excellence Framework.

2. Definition of Co-production³

Co-production	Working together on the development of decisions that are made in an equal and reciprocal relationship right from the start
Participation	Working with strategic groups and decision making groups to decide what should happen and shape services
Consultation	Stakeholders/wider groups are asked what they think about particular developments or issues
Information	Information is disseminated from the department / provider about what is happening
No engagement	No information is provided and there are no working relationships with the department / provider

3. Scope of Co-production

The level of participation will be determined by the decision-making processes and mandate by which any particular piece of work is being developed. Co-production is a particularly appropriate approach for the reshaping of SEND services in light of customer feedback and families' experience. However, other levels of participation may sometimes be more appropriate depending on the situation. It is rare that 'no engagement' would be an appropriate level, however an example that would fall into this category is a confidential personnel matter. It is important that there is honesty and transparency about what level of participation is being engaged in. Clarity about the scope and limitations of any participation should also be made clear. For example, if Cabinet decision is required, it is important that the limits of the participation activity are understood.

³ This diagram is derived from work originally published by Sherry R. Arnstein and subsequently used to explore models of participation. This version was agreed by SE7 at SE7 co-production workshop 2016.

4. Co-production partners

The co-production partners covered by this policy are those represented by the SEND Partnership Board and the agreed representatives of Surrey's SEND parent carers, children and young people. It is important to have strong, inclusive, representative structures to support effective co-production work. This is recognised in the Department for Education's funding for the development of parent carer forums in every region across England, and in the work of the Council for Disabled Children's Making Ourselves Heard Network www.councilfordisabledchildren.org.uk/moh

Families

Although the following sections deal separately with parent carers and children and young people, co-production and participation work should aim to bring them together where possible to represent the holistic views and experiences of families.

Parent Carers

The lead partner representing parent carers in Surrey SEND co-production work is Family Voice Surrey. The **Surrey SEND Development Plan 2016-2020** states that Surrey will, 'continue to work with and involve Family Voice Surrey, our parent carer forum, and other parent carer groups in developing better services'. In order to ensure the voice of all groups of parents is heard, additional arrangements and links will be put in place where necessary and communicated through Family Voice Surrey. The National Network of Parent Carer Forums has reported,

'The essential element is that parent carers work as a group in a forum, representing families living with a wider range of experiences and additional needs. Supported by training, governance processes, parent carer colleagues and linked to a wide membership of other families, these parent carer representatives can operate in a proactive way, bringing evidence of patterns where change is needed, and working as critical friends to the local authority.'

NNPCF June 2014 Progress Report p. 10.

Children and Young People

In order to ensure that the voice of the child or young person is central to SEND co-production work, a 0-25 rights and participation team will work with a network of SEND⁴ children and young people, that may also include their siblings. This network will be established across a range of settings, schools, colleges and the voluntary sector.

⁴ This includes those with an EHCP and those receiving SEN Support.

5. Supporting and Sustaining Co-Production

Good co-production does not happen by accident. In order to support and sustain it, Surrey SEND partnership will:

- model and promote good practice at a senior and a more localised level
- work with transparency and honesty, and will expect in return the corresponding degree of trust and confidentiality from its partners
- consider the needs of its partners in the production of agendas, timings of meetings and venues
- make arrangements for ensuring representative groups can access the necessary training to participate in co-production activities
- use the SE7 Good Practice Guide to encourage the development of good practice and collect case studies that demonstrate local good practice
- use the co-production self-evaluation tool to monitor the development of good practice, reporting annually to the Partnership Board on progress
- put in place clear agreements with key co-production partners that address mutual responsibilities, remuneration, logistical considerations, and accessibility
- review this policy at least every other year.

Quality Standards for Children and young people's participation in Surrey

SEND (Special Educational Needs & Disabilities)

Rights and Participation Team for CAMHS & SEND

2016

This document has been created to show the standards for children and young people's participation in Surrey's SEND services. These standards are to be reviewed by a range of professionals and young people quarterly using the rating scale for each section. These standards have been adapted from the



national health and social care advisory services (HASCAS) to be more specific for Surrey services.

Information on SEND Voices

SEND Voices are a group of young people who have experiences of accessing SEND services in either schools or college. The young people use their experiences of accessing SEND services in Surrey. The young people use their experiences to develop, improve and complement the services.

We work in partnership with key professionals towards better outcomes for children and young people. The young people of SEND Voices have an active role in decision making and are regularly initiating new projects to further participation in SEND Voices.

Participation

Every child, young person or parent/carer is a member of society. Organisations provide services for people living in that community or society so it's important that they are consulted and involved in the provision of services. Services need to be inclusive, relevant, and cost effective, meet their user's needs, improve things, and be accessible. Since the passing of the Children Act in 2004, there has been a growing emphasis on services actively involving children, young people and parents/carers in the commissioning, development and evaluation of services.

Benefits to participation

The benefits of participation can be seen from two aspects:

- Benefits for children and young people and parents
- Success of projects and initiatives develop sustainability.
- Improved skills and knowledge ranging from practical skills such as presenting ideas, speaking in and to groups, writing and preparing reports, newsletters, letters, posters, negotiation and public speaking.
- Improved confidence, in feeling valued, being of some worth to friends and peers, and feeling successful (not all young people can be academically successful, arty or sporty).
- Developing relationships with other children and young people and parents/carers.
- A feeling of ownership over the services they access.
- Greater awareness of children and young people's rights.
- Greater awareness of participation and decision making
- Benefits for projects, organisations and management boards.
- Improved, better targeted and more effective services for children and young people and their families.
- It supports and complements service planning, development and evaluation.
- Meets user's needs more effectively.
- Improved partnership working.
- Best use of financial resources.
- Meets government objectives and inspection processes.

Quality Standards for Children and young people's participation in Surrey

SEND (Special Educational Needs & Disabilities) Review

Date of review:

Next review date:

Name, position and host organisation of all persons completing the matrix:

(Identifying young participants)

Name	Position	Organisation

Please summarise the score for each element of participation in the table below.

Element of children and young people's participation in SEND	Not Achieved 0	Working Towards 1	Good Progress 3	Fully Achieved 4
1. Shared Values				
2. Strategies				
3. Structures				
4. Systems				
5. Staff				
6. Skills and knowledge				
7. Style of leadership				

Elements of children and young people's participation in SEND

KEY ISSUE

1. Shared values

Level	What to score	Guidance notes/ what to look for	Score 0-3 (only Complete one box)
Not Achieved	0	Minimal or no shared values around children and young people's participation.	
Started working towards	1	<p>1.1 The active involvement of children and young people is a central commitment of the SEND service, involving SEND Voices</p> <p>1.2 The SEND service adopts shared values for the active involvement of children and young people (See Hear by Right Shared Values).</p> <p>1.3 The SEND service adopts the 'Convention on the Rights of the Child, recognising Articles 12-13's central role.</p>	
Good progress	2	<p>1.4 SEND Voices to take part in reviewing and agreeing the shared values for the active involvement of children and young people.</p> <p>1.5 The shared values are made available and accessible to a wide range of staff, children and young people by for example;</p> <ul style="list-style-type: none"> • Mission statement • Charter • Pledge • Entitlement card 	
Achieved fully	3	<p>1.6 Shared values are agreed through the SEND Partnership and fed in to SEND Voices consultation groups for children and young people to provide feedback and agree on.</p> <p>1.7 The agreed shared values are used to set policy and review performance across the SEND service and form part of the commissioning contract/service level agreement. Rights and Participation team for CAMHS and SEND to attend service contract meetings to take back actions to SEND Voices for children and young people to consult on.</p> <p>1.8 Every policy and performance review will go through SEND Voices before becoming agreed.</p>	

KEY ISSUE

2. Strategies

Level	What to score	Guidance notes/ what to look for	Score 0-3 (only Complete one box)
Not Achieved	0	Minimal or no children and young people's participation strategy	
Started working towards	1	<p>2.1 An audit of resources and expertise is conducted as the basis for building the participation of children and young people.</p> <p>2.2 The strategic plan for active involvement is agreed and integrated with the SEND strategy.</p> <p>2.3 Key staff, roles and resources are identified within the SEND workforce plan for implementation of the strategy.</p>	
Good progress	2	<p>2.4 Children and young people contribute to developing and reviewing the strategic plan for active involvement, agreeing objectives, boundaries and benefits through SEND Voices consultation meetings.</p> <p>2.5 Other plans in the SEND service are complementary and refer to the active involvement strategy.</p>	
Achieved fully	3	<p>2.6 The strategy identifies and includes SEND Voices and other key local partnerships to promote children and young people's active involvement.</p> <p>2.7 The strategy includes resources to sustain, develop and regenerate children and young people's involvement.</p> <p>2.8 The strategy develops strong links between SEND Voices, CYA and other key local partnerships (e.g. Care Council) and any other regional or national structures and initiatives for children and young people's active involvement. This occurs at both commissioner and provider level.</p>	

KEY ISSUE

3. Structures

Level	What to score	Guidance notes/ what to look for	Score 0-3 (only Complete one box)
Not Achieved	0	Minimal or no supporting structure for children and young peoples structure.	
Started working towards	1	<p>3.1 Children and young people are consulted on and help review structures fro their active involvement in SEND through SEND Voices.</p> <p>3.2 A range of approaches are in place, both formal and non formal, that encourage and enable the participation of children and young people on their own terms and in ways they feel comfortable with.</p>	
Good progress	2	<p>3.3 There are structures that make sure a range of children and young people, including service users, non service users and hard to reach or excluded groups are able to participate in decision-making. This could be through The Rights and Participation team (CAMHS & SEND).</p> <p>3.4 Links with other relevant organisations, including education, social care, youth justice and the voluntary sector are established and maintained to ensure the inclusion of marginal groups</p>	
Achieved fully	3	<p>3.5 Children and young people are joint partners in decision-making and scrutiny structures.</p> <p>3.6 Children and young people have effective representation on or an appropriate input into the SEND partnership.</p> <p>3.7 Links with a range of regional and national SEND services and initiatives are established, maintained and resourced. These might include Disability Challengers, Barnardos, Schools/Colleges, SEND Voices and local young people's groups in children's services or voluntary organisations.</p>	

KEY ISSUE

4. Systems

Level	What to score	Guidance notes/ what to look for	Score 0-3 (only Complete one box)
Not Achieved	0	Minimal or no relevant policies, protocols or procedures to facilitate children and young people's participation.	
Started working towards	1	<p>4.1 Policies are in place to make sure children and young people's participation in SEND is safe, sound and effective, covering consent, protection, safety, access, transport, complaints, incentives and rewards.</p> <p>4.2 Budgeting and financial systems are in place for supporting the active involvement of children and young people, facilitating meetings and expenses.</p> <p>4.3 Recording and evaluation systems are in place to identify and share learning and evidence of change arising from children and young people's participation.</p>	
Good progress	2	<p>4.4 Communication systems are in place for recording, reporting and celebrating children and young people's active involvement (for example, newsletters, web, radio, articles, and commissioning). Including supporting the promotion of SEND Voices and their projects.</p> <p>4.5 Children and young people and partners are involved in reviewing and updating relevant policies and systems.</p>	
Achieved fully	3	<p>4.6 Children and young people (through SEND Voices) help decide appropriate rewards for their active involvement and/or have direct control over identified budgets.</p> <p>4.7 Systems, such as compacts and agreements with partner organisations, reflect the commitment to active involvement. This occurs at both commissioner and provider level.</p> <p>4.8 Children and young people have a say in every structure change or development with in Surrey SEND through consultation at SEND Voices meetings.</p>	

KEY ISSUE
5. Staff

Level	What to score	Guidance notes/ what to look for	Score 0-3 (only Complete one box)
Not Achieved	0	Minimal or no commitment to children and young people's participation reflected in job descriptions, recruitment, education and training.	
Started working towards	1	<p>5.1 Job descriptions specify skills and commitment to active involvement.</p> <p>5.2 Children and young people contribute to the recruitment and selection of all staff through SEND Voices Recruit Crew project.</p> <p>5.3 Supervision and appraisal of relevant staff include reviewing their contribution to enabling the effective influence of children and young people in the SEND service.</p>	
Good progress	2	<p>5.4 Recruitment information and induction of all staff and managers identify the importance of the voice and influence of children and young people for the SEND Services.</p> <p>5.5 Children and young people are involved in the induction of all staff through SEND Voices.</p>	
Achieved fully	3	<p>5.6 Children and young people take an active part in the recruitment, selection and induction of all staff and managers across the SEND service or partnerships, and this is recorded in the workforce plan. Including short listing, reviewing job descriptions and adverts, and interviews.</p> <p>5.7 Children and young people take an active part in the induction of elected members or trustees and this is recorded in the workforce plan. This occurs at both commissioner and provider level.</p> <p>5.8 Children and young people to feedback and contribute to job descriptions and adverts through SEND Voices.</p>	

Recruit Crew

Recruit is one of the projects that the Rights and participation (CAMHS & SEND) facilitate to enable service user participation. The young people of SEND Voices/CYA (CAMHS Youth Advisors) who have successfully completed recruit crew training are able to be present at interviews for new members of staff in the children's services and are able to provide a young persons point of view on the candidates being interviewed. The young people that sit on the panel have an equal weighting as other interview panel members. In some interviews the young person may sit on the panel with other professionals and other times there may be an entire panel of young people, this will depend on the position being interviewed for.

KEY ISSUE

6. Skills and knowledge

Level	What to score	Guidance notes/ what to look for	Score 0-3 (only Complete one box)
Not Achieved	0	Minimal or no training involving children and young people in building capacity and competence	
Started working towards	1	<p>6.1 There is accredited capability building for children and young people to develop skills and knowledge to make change happen, including in negotiation, presentation and finance.</p> <p>6.2 There is capacity building for staff to gain skills for the safe, sound and effective participation of children and young people.</p> <p>6.3 Children and young people have access to information to allow them to participate fully in issues of importance to them and age appropriate advocacy is made available.</p>	
Good progress	2	<p>6.4 Children and young people help plan, deliver and evaluate active involvement training to staff and leaders.</p> <p>6.5 Children and young people help develop the capacity of other children and young people to participate and are able to train as advocates.</p>	
Achieved fully	3	<p>6.6 Children and young people deliver training which is mandatory to all children and young people's service professionals, and capacity building to partner services.</p> <p>6.7 Consultancy and mentoring arrangements that support children and young people's active involvement are in place. This occurs at both commissioner and provider level.</p>	

KEY ISSUE

7. Style of leadership

Not Achieved	0	Minimal or no involvement of managers and leaders in children and young peoples participation	
Started working towards	1	<p>7.1 Sector managers and team managers are effective champions for the active involvement of children and young people in SEND Voices, with clearly identified responsibilities and regularly communication with the Rights and Participation team (CAMHS & SEND)</p> <p>7.2 Managers and leaders support innovation on active involvement, accepting risks of mistakes and are committed to reflection and learning.</p> <p>7.3 Managers and leaders in the SEND services publicly acknowledge and celebrate the active involvement of children and young people in SEND Voices and take an active part in key consultation and participation events.</p>	
Good progress	2	<p>7.4 A leadership programme for managers and children and young people is established, based on the principles of active involvement.</p> <p>7.5 Children and young people have a range of opportunities to meet senior staff, elected members or trustees to be included in decision making and promote active involvement.</p>	
Achieved fully	3	<p>7.6 The SEND service demonstrates to partner services an open style of leadership, collaboration and shared objectives on the active involvement of children and young people.</p> <p>7.7 Leadership of specific projects and appropriate services involves both children and young people and adults. This occurs at both commissioner and provider level.</p>	

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