

Notice of Meeting

Education and Skills Board

**Date & time**

Wednesday, 8
March 2017 at 10.00
am

Place

Council Chamber,
County Hall,
Kingston upon
Thames, Surrey KT1
2DN

Contact

Dominic Mackie or Richard
Plummer
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Chief Executive

David McNulty



We're on Twitter:
@SCCdemocracy

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This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Dominic Mackie 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, Mrs Marsha Moseley (Vice-Chairman), Mr Chris Norman, Mr Wyatt Ramsdale (Farnham South) and Mr Chris Townsend

Independent Representatives:

Mr Stuart Getty (Parent Governor's Association), Mr Stephen Green (Diocesan Representative for the Anglican Church), Mr Simon Parr (Diocesan Representative for the Catholic Church) and Mr Mike Wainhouse (Parent Governor's Association)

TERMS OF REFERENCE

The Committee is responsible for the following areas:

Performance, finance and risk monitoring for education services

Schools and Learning

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, AND GLOSSARY OF TERMS** (Pages 1 - 2)

- 2 MINUTES OF THE PREVIOUS MEETING: 24 NOVEMBER 2016** (Pages 3 - 14)

To agree the minutes of the previous meeting as a true and accurate record of proceedings.

- 3 DECLARATIONS OF INTEREST**

All Members present are required to declare, at this point in the meeting or as soon as possible thereafter

- (i) Any disclosable pecuniary interests and / or
- (ii) Other interests arising under the Code of Conduct in respect of any item(s) of business being considered at this meeting

NOTES:

- Members are reminded that they must not participate in any item where they have a disclosable pecuniary interest
- As well as an interest of the Member, this includes any interest, of which the Member is aware, that relates to the Member's spouse or civil partner (or any person with whom the Member is living as a spouse or civil partner)
- Members with a significant personal interest may participate in the discussion and vote on that matter unless that interest could be reasonably regarded as prejudicial.

- 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 (Thursday 2 March 2017).
2. The deadline for public questions is seven days before the meeting (Wednesday 1 March 2017)
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 15 - 24)

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

Programme.

7 30 HOURS FREE CHILDCARE FOR ELIGIBLE WORKING PARENTS (Pages 25 - 62)

Purpose of report: To apprise the Scrutiny Board of the extension of the Free Early Education entitlement for eligible working parents.

8 SEND TASK AND FINISH GROUP UPDATE REPORT (Pages 63 - 78)

Purpose of report: To update the Board on the work of the Joint SEND Task and Finish Group

9 SURREY EDUCATION IN PARTNERSHIP UPDATE REPORT (Pages 79 - 82)

Purpose of the report: Policy Development

To share feedback from recent engagement with Surrey's schools community and set out next steps for the Education in Partnership programme

10 PROPOSAL FOR IMPLEMENTING INDEPENDENT TRAVEL TRAINING FOR SEND CHILDREN AND YOUNG PEOPLE (Pages 83 - 92)

Purpose of report: This report outlines the councils work to implement Independent Travel Training (ITT) for SEND children and young people (where appropriate). This report explains the council's proposal to work with provider and social investor to fund ITT through a Social Impact Bond (SIB). The goal is to promote and develop SEND children and young people's independence throughout their life.

Confidential: Not for publication under Paragraph 3

Information relating to the financial or business affairs of any particular person (including the authority holding that information)

11 EXCLUSION OF THE PUBLIC

Recommendation: 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.

12 PUBLICITY FOR PART TWO ITEMS

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

13 DATE OF NEXT MEETING

The next meeting of the Board will be held on the 15 June 2017 at County Hall

MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE

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Thank you for your co-operation



Education and Skills Board - 2017

Glossary of Terms and Acronyms

Acronym	Meaning
CLS	Community Learning and Skills Service
CQC	Care Quality Commission
DBIS	Department for Business, Innovation and Skills
DfE	Department for Education
DSG	Dedicated Schools Grant
EH	Early Help
EiP	Surrey Education in Partnership
ESB	Education and Skills Board
ESG	Education Services Grant
EY	Early Years
FE	Further Education
FV	Family Voice
GCSE	General Certificate of Secondary Education
HPT	Henrietta Parker Trust
IAG	Information, Advice and Guidance
ISPSB	Individually Statemented Pupil Support Budget
KPI	Key Performance Indicator
LA	Local Authority
LAC	Looked After Children
MASH	Multi-Agency Safeguarding Hub
MAT	Multi Academy Trust
MTFP	Medium Term Financial Plan
Ofsted	Office of Standards in Education
RAG	Red, Amber, Green (for analysis)
RSC	Regional Schools Commissioner
SENCO	Special Educational Needs Co-Ordinator
SEND	Special Educational Needs and Disabilities
SF	Schools Forum
SFA	Skills Funding Agency
SIB	Social Impact Bond
TCC	Taught Course Centre

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MINUTES of the meeting of the **EDUCATION AND SKILLS BOARD** held at 10.30 am on 24 November 2016 at Conference Room 1, County Hall, Penrhyn Road, Kingston upon Thames, KT1 2DN.

These minutes are subject to confirmation by the Board at its meeting on Wednesday, 8 March 2017.

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
- * Mrs Marsha Moseley (Vice-Chairman)
- * Mr Chris Norman
- * Mr Wyatt Ramsdale
- * Mr Chris Townsend

Co-opted Members:

- * Mr Stephen Green, Diocesan Representative for the Anglican Church
- Mr Simon Parr, Diocesan Representative for the Catholic Church

Members in attendance

- * Linda Kemeny, Cabinet Member for Schools, Skills and Educational Achievement
- * Mary Lewis, Cabinet Associate for Children, Schools and Families

58/16 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]

Apologies were received from Liz Bowes, Denis Fuller and Simon Parr.

The Education and Skills Board welcomed Canon Dr Stephen Green to the Board

It was also noted that, as a result of a change in role, Peter Corns stepped down from the Board. It was stressed that the Surrey Governors Association was running an election to determine two new Parent Governor representatives.

59/16 MINUTES OF THE PREVIOUS MEETING: 15 SEPTEMBER 2016 [Item 2]

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

It was noted that Wyatt Ramsdale was present at the previous meeting

60/16 DECLARATIONS OF INTEREST [Item 3]

There were no declarations of interest made.

61/16 QUESTIONS AND PETITIONS [Item 4]

There were no questions or petitions received.

62/16 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SCRUTINY BOARD [Item 5]

There were no responses from Cabinet.

63/16 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME [Item 6]

The Board noted and approved the Forward Work Programme and Recommendations Tracker.

64/16 HENRIETTA PARKER TRUST UPDATE [Item 7]

Witnesses:

Paul Hoffman, Principal, Community Learning and Skills
Linda Kemeny, Cabinet Member for Schools, Skills and Educational Achievement
Mary Lewis, Cabinet Associate for Children, Schools and Families

Declarations of Interest:

None

Key points raised in the discussion:

1. Officers noted the previous issues identified in the audit which criticised the utilisation of the Trust Fund. It was explained that the service had implemented a management board to aid in resolving these issues and noted that, as a result of this board's input, the Trust was utilising its funding more effectively.
2. The Officer noted that there was a positive number of enrolments so far in the academic year, highlighting an improvement in IT course take-up, as well as interest in other available courses. It was noted that the Trust had updated IT equipment in Molesey to improve the quality of service. It was also noted that the Trust was subsidising courses in Molesey with the aim of improving access for attendees. Members raised concerns regarding lower enrolment rates in Woking and Camberley. It was noted that there was a higher cost barrier for course attendees for IT courses which discouraged take up in these areas.
3. It was noted that if the service was targeting supporting 355 people into learning. Member's highlighted that this was a positive ambition.
4. The Officer informed Members that the service had undertaken a leafletting campaign to promote the Henrietta Parker Adult Learning

Centre. It was believed by Management Board that the high course enrolment at Molesey was a positive indicator of the success of this campaign and suggested that a similar campaign could be used for other comparable “paid-for” adult learning courses as a means of income generation. It was also noted that there was a high enrolment rate for new courses, such as cooking and the “Men’s Shed,” which were highlighted as positive.

5. The Board commended the positive progress that the Trust had made with regard to its course options. It was particularly noted that the involvement with the community was positive and that the service should be commended for the work undertaken and noted that it should continue.

Recommendations:

None.

65/16 SURREY EDUCATION IN PARTNERSHIP [Item 8]

Witnesses:

Simon Griffin, Programme Manager
Liz Mills, Assistant Director Schools & Learning
Linda Kemeny, Cabinet Member for Schools, Skills and Educational Achievement
Mary Lewis, Cabinet Associate for Children, Schools and Families

Declarations of Interest:

None

Key points raised in the discussion:

1. Officers highlighted that this was an interim report on the development phase of the Surrey Education in Partnership (EiP) plan. It was noted that there had been positive feedback in discussions with key stakeholders to date. It was highlighted that school head teachers, local groups and partnerships had been invited to participate in the consultation process.
2. Officers reported that several key themes were highlighted in discussion with the stakeholders including: school improvement, recruitment, funding plans, governance and partnership development. Officers noted that, during consultation with stakeholders, there had been some tensions identified, which were a consequence of the blurred lines of authority resulting from increased school autonomy and governance changes.
3. Officers gave the Board assurance that school improvement would remain a requirement after changes to school governance arrangements. It was highlighted that seven “coasting” maintained schools were being targeted as part of the school improvement programme. It was stressed that there was scope for some improvement with regard to school peer support, particularly looking

into the option of providing support from Teaching Schools.

4. It was noted that the recently appointed Assistant Regional Schools Commissioner, Maria Dawes (RSC), was working closely with school governors and that there was a meeting of the Surrey Governors Association which the Assistant RSC was due to attend. It was highlighted that this close working relationship was key to maintaining accountability of schools.
5. The regional differences between funding for Surrey and the London Boroughs was highlighted as a concern by the Board, noting that Surrey County Council receives £450 less per pupil than average London boroughs. Officers noted that this issue was being queried by the service with central government to find a solution to this.
6. The Board suggested the need for Officers to engage more closely with Local and Joint Committees. Members explained that they could be useful to work in partnership with and would have strong local connections to schools, as well as being effective at engaging in an advisory and consultative role. Officers agreed that local committees would be a useful source for consultation and partnership and that they would attend meetings of the local committees in future to build a positive working relationship.
7. Officers noted that consultation with individual schools was key to understanding issues and pressures facing schools. It was also noted that this was useful to building key partnerships and working relationships with those schools. However, Officers pointed out that the service was working to balance the relationship between leadership and support for schools.

Robert Evans left the meeting at 11.17am

8. The Cabinet Member for Schools, Skills and Educational Achievement highlighted the work of the Spelthorne Education Partnership, noting that this was a successful partnership that could be emulated elsewhere in Surrey.
9. The Board queried whether the service worked closely with Area Education Officers and were informed that the Area Education Officers were leading on the consultation process.
10. Members suggested that Surrey's independent schools should be included as part of the consultation process and suggested that more work was required in this regard. Officers noted that they were looking into new methods of involving independent schools and would like to see a greater level of engagement from them in consultation.

Margaret Hicks left the meeting at 11.34am

11. Members asked Officers for details on future plans for the Partnership. Officers informed the Board that a draft Terms of Reference was to be taken to the Partnership Group for comment and approval. Officers also offered to share the draft Terms of Reference, along with

feedback from the group.

12. The Board raised concerns regarding budget pressures for both the Council and its maintained schools. Officers acknowledged that there were budgetary pressures which needed to be worked on and confirmed that Officers were working, with schools, to find the best sustainable solutions.

Robert Evans returned to the meeting at 11.38am

13. Members questioned whether the service could offer its financial expertise to schools. Officers noted that the service was looking into ways to potentially deliver this service. However, the Cabinet Member for Schools, Skills and Educational Achievement noted schools have other options for delivery of this service.

Recommendations:

1. The Board recommends that Officers provide the draft Terms of Reference document, with feedback from the Partnership Group.
2. The Board recommends that the Surrey Education in Partnership Programme engages with Local Committee Chairmen to determine in what way local committees can assist education in Surrey.

66/16 SEND TRANSPORT [Item 9]

Witnesses:

Gabrielle Close, Interim Head of SEND Operations
Robert Kitt, Senior Category Specialist
Liz Mills, Assistant Director Schools & Learning
Linda Kemeny, Cabinet Member for Schools, Skills and Educational Achievement
Mary Lewis, Cabinet Associate for Children, Schools and Families

Declarations of Interest:

None

Key points raised in the discussion:

1. Officers highlighted that there had been a significant increase in Special Educational Needs and Disabilities (SEND) Transport costs. Officers had recognised a need for a more fundamental and joined-up change to the SEND Transport system was required and had commissioned a new team with a new programme, the SEND Transport Commissioning Programme October 2016, to resolve the underlying causes of this, while maintaining high standards of service.
2. Officers noted that this was a collaborative approach between the service, schools and partners; such as Family Voice. It was emphasised that the SEND Transport Commissioning Programme team was working closely with these stakeholders to find new

solutions to pilot in the first and second quarters of the next financial year, after further consultation has undertaken with schools.

3. Officers highlighted that the SEND Transport Commissioning Programme team was improving information sharing amongst partners and stakeholders of the Council as a result of the new co-ordinated system and it was agreed that there would be an ongoing process of improvement.
4. Officers explained to the Board that there were several potential new schemes that were being considered for pilots, including:
 - a. Schools commissioning their own transport services;
 - b. The leasing of a suitable vehicle to families;
 - c. The implementation of a Social Impact Bond (SIB) to help fund training for young people with SEND to use public transport independently; and
 - d. The utilisation of community transport organisations.
5. The Board queried the use of Social Impact Bonds and if there would be any cost savings from using “in-house” services. Officers noted that there were no available “in-house” staff to deliver the scheme, with specialist training, and that as a result this scheme would require external resources. The Board questioned whether the SEND Transport Commissioning Programme team could undertake a cost analysis of whether the training of staff or the implementation of a SIB would be more efficient.
6. Officers highlighted that cost savings had been made by undertaking a more thorough study into the needs of individual children as a result of the new co-ordinated system. It was also noted that a dynamic purchase system to improve competition between prospective providers was in place to improve cost savings.
7. It was questioned by Members whether there were any links with the County’s independent schools in relation to SEND Transport provision. Officers agreed that although the Transport Co-ordination Centre (TCC) work closely with independent schools already, there was more potential to be realised from the independent school sector.
8. Members questioned the high spend on SEND Transport per child in comparison to other Local Authorities. Officers highlighted that there was a large proportional number of children with complex SEND requirements in Surrey. Members queried whether it was possible for the service to provide a comparative breakdown of Surrey County Council and other comparable local authorities, to ascertain their provisions and if the service could adapt any of their provisions into their own offer.
9. Officers noted that Surrey offered children with SEND requirements a positive deal. Officers highlighted that this had led to more children with SEND requirements coming into the county than are leaving, presenting the service with a net gain of children with SEND requirements.

10. It was highlighted by officers that SEND Transport was required to meet targets set in the Medium Term Financial Plan (MTFP) and that the overspend had so far been reduced and that the service was aiming to be on target as part of the five year plan.
11. The Board queried whether the SEND Transport Commissioning Programme team could circulate to the Board the SEND Transport Commissioning Document, to highlight budget pressures and possible solutions. Officers agreed to circulate this information to the Board.
12. Officers highlighted that the service was working closely with parents of children and young people with SEND to look into their involvement with SEND Transport provision. It was also noted that the service would be working more to better determine the requirements of the individual child.
13. Officers assured the Board that children with SEND provisions that came from outside of Surrey were the responsibility of the Local Authority that they came from.
14. The Cabinet Member for Schools, Skills and Educational Achievement highlighted that they were confident with the direction of travel with regard to SEND Transport provision and were satisfied that the service was adopting a positive model for change.

Recommendations

1. The Board recommends that Officers provide a comparison chart of neighbouring and comparative local authorities and their provision of SEND Transport services, including: the total number and percentage of children and young people with SEND, the cost of SEND Transport services, and details of their local offer.
2. The Board recommends that Officers complete an evaluation of the pilot schemes to be launched in April 2017 before a wider implementation in September 2017, and in doing so, provide the Board with their findings and explain any modifications to the schemes.
3. The Board requests that Officers circulate the SEN Transport Commissioning Programme document.

67/16 CONSULTATION AND ENGAGEMENT PRACTICES FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) SERVICES IN SURREY [Item 10]

Witnesses:

Gabrielle Close, Interim Head of SEND Operations
Liz Mills, Assistant Director Schools & Learning
Linda Kemeny, Cabinet Member for Schools, Skills and Educational Achievement
Mary Lewis, Cabinet Associate for Children, Schools and Families

Declarations of Interest:

None

Key points raised in the discussion:

1. Officers highlighted the lessons learnt from previous consultation practices. It was emphasised that this report was commissioned before the SEND CQC-Ofsted inspection, and therefore contains no information relating to that report, and came originally from the Board's last update on the Parent Guide for SEND Transport in September.
2. Officers highlighted the Parent Guide as an example of recent SEND consultation. Members questioned the scale of the guide's future circulation, with officers noting that it would reach approximately 5000 families. Members highlighted that the guide was useful and that the consultation methods due to be in place were good.
3. The Board questioned what constitutes as good practice within the service. Officers noted that good practice within the service was focussed upon wide ranging conversation with stakeholders. Members questioned whether officers could provide a list of stakeholders that were engaged by officers as part of this process.
4. Officers informed Members that the service was undertaking comparative analysis with other local authorities regarding how they engage with other Parent Carer Forums. Officers agreed to circulate comparisons of other operational models for local authorities with the Surrey model.
5. It was highlighted by Officers that some local authorities engage with a single statutory consultative body similar to Family Voice, however, it was emphasised that Surrey County Council consults with a wider range of organisations.
6. Officers highlighted that there was an ongoing challenge with regard to cultural change towards greater consultation and family participation. It was explained that this was a long term goal for the service.

Recommendations:

1. The Board requests that Officers share a stakeholder grid, explaining who the Service's key stakeholders are and why they are on the list.
2. The Board requests that Officers provide a comparative benchmarking document highlighting how other local authorities are handling their SEND Services and engagement, including details on other family partnership models, and the numbers of SEN residents they represent.
3. The Board requests a report on the Services continuing progress at the next meeting.

68/16 EXCLUSION OF THE PUBLIC [Item 11]

The Chairman informed the Board that should any Member had wished to raise any matter relating to the Part 2 Annex [Item 8], that the meeting needed

to be taken into a Part 2 session.

The Board agreed for the item to be taken into Part 2, by virtue of paragraph(s) 3, Part 1 of Schedule 12A of the Local Government Act 1972 (information relating to the financial or business affairs of any particular person including the authority holding that information).

69/16 HENRIETTA PARKER TRUST UPDATE [PART 2] [Item 12]

Witnesses:

Paul Hoffman, Principal, Community Learning and Skills
Linda Kemeny, Cabinet Member for Schools, Skills and Educational Achievement
Mary Lewis, Cabinet Associate for Children, Schools and Families

Key points raised in the discussion:

1. Members asked for a clarification regarding the accounts of the HPT, noting that some of the figures appeared to be erroneous.
2. Members questioned the level of funding being held in cash reserves. Officers responded that the Trust was working to resolve funding issues, and that this was a work in progress.
3. Members requested if there was a forecast available for the funds of the HPT for 2016/17. Officers agreed to circulate this to the Board.

Recommendations:

1. The Board recommends that the Henrietta Parker Trust Management Board has its finances for the 2015/16 financial year checked and corrected, then forwarded on to the Board again as a full account.
2. The Board requests a financial forecast for the 2016/17 financial year.

70/16 RECOMMENDATIONS TRACKER AND FORWARD WORK PROGRAMME [PART 2] [Item 13]

Witnesses:

Paul Hoffman, Principal, Community Learning and Skills
Linda Kemeny, Cabinet Member for Schools, Skills and Educational Achievement
Mary Lewis, Cabinet Associate for Children, Schools and Families

Key points raised in the discussion:

1. The Board was updated on the accounts of the Adult Learning Courses. The Board was satisfied with progress and had no questions relating to this.

Recommendations:

None

71/16 PUBLICITY OF PART TWO ITEMS [Item 14]

The Board concluded that the items referred to in the Part Two annex should not be made available to the public at this time.

72/16 DATE OF NEXT MEETING [Item 15]

The next full meeting of the Board will be held on 8 March 2017.

Meeting ended at: 12.42 pm

Chairman

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**Education and Skills Board
8 March 2017**

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

Annex A – SEND Transport Comparison Response

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**EDUCATION AND SKILLS BOARD
ACTIONS AND RECOMMENDATIONS TRACKER – MARCH 2017**

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	Status	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.	Achieved Update: The Surrey Area Review was circulated to the Board on 4 January 2017. https://www.gov.uk/government/publications/surrey-further-education-area-review-report	March 2017	Frank Offer Marcus Robinson
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
24 November 2016	Surrey Education In Partnership [Item 8]	ESB 18/2016	The Board recommends that Officers provide the draft Terms of Reference document, with feedback from the Partnership Group.	Achieved: This will be covered in a presentation at this meeting.	March 2017	Simon Griffin
24 November 2016	Surrey Education In Partnership [Item 8]	ESB 19/2016	The Board recommends that the Surrey Education in Partnership Programme engages with Local Committee Chairmen to determine in what way local committees can assist education in Surrey.	Achieved: An update is provided within this agenda, and will be covered in a presentation at this meeting.	March 2017	Simon Griffin

Date of meeting	Item	Ref:	Recommendations/Actions	Status	Progress Check	Responsible Cabinet Member/Member/Officer
24 November 2016	Send Transport [Item 9]	ESB 20/2016	The Board recommends that Officers provide a comparison chart of neighbouring and comparative local authorities and their provision of SEND Transport services, including: the total number and percentage of children and young people with SEND, the cost of SEND Transport services, and details of their local offer.	Achieved: A chart of comparison data with other comparable Local Authorities is attached to this agenda as Annex A.	March 2017	Leigh Middleton
24 November 2016	Send Transport [Item 9]	ESB 21/2016	The Board recommends that Officers complete an evaluation of the pilot schemes to be launched in April 2017 before a wider implementation in September 2017, and in doing so, provide the Board with their findings and explain any modifications to the schemes.	Outstanding	Summer 2017	Leigh Middleton
24 November 2016	Send Transport [Item 9]	ESB 22/2016	The Board requests that Officers circulate the SEN Transport Commissioning Programme document.	Achieved: Document circulated to Members on 24 November 2016	November 2016	Leigh Middleton
24 November 2016	Consultation and Engagement Practices for Special Educational Needs and Disabilities (SEND) Services in Surrey [Item 10]	ESB 23/2016	The Board requests that Officers share a stakeholder grid, explaining who the Service's key stakeholders are and why they are on the list.	Outstanding: An update regarding this will be brought to a future meeting of the SEND Task Group.	July 2017	Gabrielle Close, Liz Mills, Linda Kemeny
24 November 2016	Consultation and Engagement Practices for Special Educational Needs and Disabilities (SEND) Services in Surrey [Item 10]	ESB 24/2016	The Board requests that Officers provide a comparative benchmarking document highlighting how other local authorities are handling their SEND Services and engagement, including details on other family partnership models, and the numbers of SEN residents they represent.	Outstanding: An update regarding this will be brought to a future meeting of the SEND Task Group.	July 2017	Gabrielle Close, Liz Mills, Linda Kemeny

Date of meeting	Item	Ref:	Recommendations/Actions	Status	Progress Check	Responsible Cabinet Member/Member/Officer
24 November 2016	Consultation and Engagement Practices for Special Educational Needs and Disabilities (SEND) Services in Surrey [Item 10]	ESB 25/2016	The Board requests a report on the Services continuing progress.	Outstanding: An update regarding this will be brought to a future meeting of the SEND Task Group.	July 2017	Gabrielle Close, Liz Mills, Linda Kemeny

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Comparison of authorities spend on SEND transport

Council	Number of children and young people with SEND	How many pupils are receiving transport support	% on transport	Total cost of transport provision £m	Type of transport support offered	Average spend/pupil £k
Kent		4000		£ 20.9	Mainly taxi/minibus, some coaches and parental mileage	£ 5.23
Hampshire		3000		£ 13.0	Assume taxi/bus and parental transport	£ 4.33
Surrey	5400	2,700	50%	£ 26.4	Mainly taxi/minibus, some coaches and parental mileage	£ 9.63
Essex	8000	2,600	32%	£ 12.0	Taxi's/minibuses/personal budgets (inc. Fuel)	£ 4.62
Hertfordshire	5300	2,272	43%	£ 12.4	Taxis and occasionally mini-buses, petrol reimbursements	£ 5.46
Suffolk		1298		£ 6.7	Mainly taxi/minibus, parental agreement	£ 5.18
Norfolk		1200		£ 12.0	Assume taxi/bus and parental transport	£ 10.00
Gloucestershire	3056	1,200	39%	£ 7.8	Taxi, minibus, bus (bus passes) Personal Travel Allowances	£ 6.50
East Sussex		1000		£ 6.6	Assume taxi/bus and parental transport	£ 6.60

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Education and Skills Board Forward Work Programme 2017

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” Assets – Using land to help support school staff
- Free Schools Programme & Special Schools
- Disadvantaged Children in Surrey
- Transforming Adult Learning Service
- Further Education Improvement

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Education and Skills Board

8 March 2017

30 hours free childcare for eligible working parents

Purpose of report: To apprise the Scrutiny Board of the extension of the Free Early Education entitlement for eligible working parents

Introduction:

1. The Childcare Act 2016 places a duty on Local Authorities to make sure there are enough childcare places of high quality for parents that allow them to work or to train. This includes sufficient provision for the 40% most disadvantaged 2 year olds and all 3 and 4 year olds to take up 570 hours of free early education and childcare per year (universal offer). This is usually taken as 15 hours per week over 38 weeks, but can be stretched across more weeks with less hours.
2. From September 2017 the universal offer will be increased for eligible working families of 3 and 4 year olds to 1,140 hours free early education and childcare (30 hours per week). The additional hours will help working families with childcare costs, which have been expressed by parents as being one of the main barriers preventing them, particularly mothers to return to work.
3. The duty to provide free early education and childcare places means that Surrey County Council needs to ensure that approximately 31,000 children can access a free universal 15 hour early education places and based on Department for Education (DfE) estimates around 8,450 of these children will be eligible for a free extended 30 hour place.
4. The Department for Work and Pensions are developing an online system for working parents to check their eligibility for the 30 hour places. If they meet the criteria they will be given confirmation to take to their chosen provide to prove their eligibility. The eligibility criteria is as follows:
 - Both parents are working or the sole parent is working in a loan parent family
 - Each parent has a weekly minimum income equivalent to 16 hours at national minimum wage, £107 per week or £5,574 per year or living wage, £115 per week or £5,990 per year
 - Neither parent has an income of more than £100,000 per year

5. A number of local authorities were selected by the DfE to become 'Early Innovators' and receive the 30 hours funding from September 2016. Surrey County Council was not successful in its bid to be considered as an Early Innovator so will implement the extended entitlement as part of the national roll out in September 2017.

Early education and childcare sector in Surrey:

6. To provide data on the sufficiency of early education and childcare places the Early Years and Childcare (EYCS) conducts a childcare sufficiency assessment, which is revised annually. The 2016 revised assessment shows the sector to be made up of the following:

Childcare type	Number of providers	Number of places
Pre-school provision in the private, voluntary and independent sector (PVI)	598	26,240
Pre-school provision in state maintained nursery schools and classes	74	3,971
Out of school (before and after school clubs and holiday play schemes)	511	22,096*
Home-based childcare (childminders)	1,505	8,259

*a small percentage of these places will be offered as 15 hours free childcare places

7. Pre-school provision in the private, voluntary and independent sector (PVI) includes day nurseries, sessional pre-school playgroups and nursery units of independent schools. There are 504 group settings and 430 home-based childcare providers offering free early education places for two year olds (FEET). There are currently 1,883 disadvantaged 2 year olds were accessing FEET places.
8. The quality of early years and childcare provision in Surrey is high with 91% of settings rated by Ofsted as good (66%) or outstanding (25%). Support from EYCS through advice guidance and funding for staff to gain qualifications and degrees in early education and childcare have enabled many settings to achieve and sustain good and outstanding ratings.
9. The 2016 revised assessment identified that due to rising free early education take-up rates, pupil yield from planned housing developments across the county and increased number of 2 year olds eligible for free early education, there will not be sufficient early education and childcare places to meet future demand in some areas of the county. The ward clusters identified as not having sufficient provision are as follows:

Borough	Ward cluster	Places
Mole Valley	Holmwoods and Beare Green	3 & 4 year olds
Tandridge Reigate & Banstead	Bletchingley & Nutfield, Merstham, Redhill East and Redhill West	2, 3 & 4 year olds

Runnymede	Chertsey Meads, and Chertsey St Ann's	2, 3 & 4 year olds
Runnymede	Addlestone Bournside, Addlestone North and Chertsey South & Row Town	3 & 4 year olds
Spelthorne	Stanwell North, Ashford North and Stanwell South	2, 3 & 4 year olds
Spelthorne	Ashford East, Ashford Common and Ashford Town	2, 3 & 4 year olds

There are also 12 ward clusters that might not meet demand, these are as follows:

Borough	Ward cluster	Places
Elmbridge	Hersham Village, Walton Central, Walton North and Walton South	3 & 4 year olds
Elmbridge	Oatlands & Burwood Park, Weybridge Riverside, Weybridge St George's Hill	2, 3 & 4 year olds
Guildford	Burpham and Merrow	3 & 4 year olds
Mole Valley	Fetcham East and Fetcham West	3 & 4 year olds
Mole Valley	Mickleham, Westhumble and Pixham	3 & 4 year olds
Reigate & Banstead	Horley Centre, Horley East and Horley West	2, 3 & 4 year olds
Reigate & Banstead	Tattenham and Preston	2, 3 & 4 year olds
Spelthorne	Laleham & Shepperton Green, Shepperton Town, Halliford & Sunbury West, Sunbury East and Sunbury Common	2, 3 & 4 year olds
Surrey Heath	Watchetts, Town and St Michael's	2, 3 & 4 year olds
Tandridge	Warlingham West, Warlingham East and Chelsham & Farleigh	3 & 4 year olds
Woking	Byfleet, West Byfleet and Pyrford	3 & 4 year olds
Woking	Maybury & Sheerwater, Mount Hermon East, Mount Hermon West, Old Woking, Kingfield & Westfield, Mayford and Sutton Green	2, 3 & 4 year olds

Childcare sufficiency assessment 2016

Local authority preparation:

10. To prepare the service and the sector to offer 30 hours funded places key staff brought together with representatives from pre-schools, nursery chains and maintained nursery schools to form a steering group. An action plan was developed and is progress reviewed on a termly basis. Smaller task and finish groups worked on specific projects such as developing a toolkit for the sector to use and a communications strategy.

Engaging with the sector

11. It was vital to ensure that providers are aware of the additional funding offer and what it might mean to them and the families they work with. Forums and cluster meetings were organised for private, voluntary and independent sector (PVI) settings, out of school providers, home-based child carers and maintained schools. These generated discussions and questions for which a frequently asked questions page was set up on the 30 hours webpages. Regular e-bulletins, social media and twitter posts continue to provide regular information updates and keep the subject fresh in everyone's minds. A questionnaire is due to be sent out to providers to gauge the number of providers who will be offering 30 hour places and how many places they will offer. This data will be added to settings entry on the Childcare Finder webpage. Parents will then be able to search for 30 hour places in their area.
12. It has been acknowledged that for some providers it would not be possible to offer all of the 30 hours flexibly enough to meet some parents work patterns. This is likely to be due to rented premises not being available. Partnerships between providers is encouraged to enable the 30 hours to be accessed through more than one provider, but limited to no more than two to ensure continuity for children. Some partnership already exist with home-based childcare providers dropping off or collecting children from sessional pre-schools, nurseries and maintained schools. It will be important to engage before and after school clubs to offer partnership opportunities on school sites.
13. Support for providers has been made available by the Childcare Business Team to look at sustainable business models, marketing and mixed models for universal 15 hours places, FEET places and 30 hours places and mixed cohorts of children to ensure efficiency and sustainability of businesses. A template spreadsheet has been produced for providers to calculate their finances and see where they need to make changes. Before and after school clubs may need additional support to develop a sustainable offer as this would be a completely new business alternative for many.

Engaging with parents

14. Communications with parents have been through the Parents Pages e-bulletins, social media and twitter posts. A parent survey was sent out to gauge possible take up rates and parents views on what their needs might be. Data from this is still to be reported on. The Department for Education (DfE) have also researched parents' views. Their finding showed that 83% of parents said they would take up the additional 15 hours. The top reason for this (29%) stated "The extra hours will cover the cost of childcare I already pay for". When asked about accessing the hours with more than one provider 45% of parents with two or more children under 5 years old would use all or

some of the additional hours even if it meant their children had to go to different providers. It is anticipated that for many parents in Surrey this will also be the case. We believe that many of the eligible families are already paying for additional hours and they will consider moving their children to settings that are offering free 30 hours places if they are not available at their current setting. *Parents' views and demand for 30 hours free childcare research report January 2017*

Changes to the service

15. Following the Commissioning and Prevention Directorate restructure a dedicated Sufficiency Team has been created to sit within the Market Strategy team and will go live in April 2017. This team will take on the responsibility of seeing through the 30 hours work and developing childcare places in the ward clusters not meeting or likely to meet demand for places.

Risks to consider:

16. There are a number of risk areas that if not given sufficient time and resource will undermine the progress made so far and jeopardise a successful launch in September 2017. These are:

1. Sustainability of universal FEET(free early education for twos) and FEE (free early education) places for 2 year olds and 3 and 4 year olds not eligible for 30 hours
2. Sustainability of provision, should they choose not to offer 30 hour places
3. Insufficient, sustainable 30 hour places to meet demand from eligible parents
4. 'Fit for purpose' systems in place to manage head count and payments
5. Sufficient specialist 30 hour places for eligible families of children with special educational needs and disabilities (SEND)

17. **Sustainability of places.** Funded places for 2 year olds are a vital support for vulnerable and disadvantaged children. It is important that these places are protected to allow these children to benefit from the opportunities that attending pre-school provision provides and to potentially achieve good levels of development at the end of the Foundation Stage. If a provider chooses to offer all of their places as 30 hours, FEET and universal FEE 15 hour places for 2, 3 and 4 year olds would be lost and exclude vulnerable children from the opportunities they provide.

18. **Sustainability of provision.** To remain sustainable providers need to adopt a mixed cohort model. This will prevent having too many children of the same age, which will eventually go to school at the same time creating dips in income due to vacant places, that impact on the provider's ability to remain sustainable. This also applies to types of places, FEET, universal 15 hours and 30 hours. Having a mix of these will secure the availability of places for all children.
19. Another concern for providers has been the National Funding Formula and the rate that will be set by Surrey for free early education places. Through the recent funding consultation providers fed back that the proposed rate is not a true reflection of the actual operational cost of providing a place. With the increased operational costs they are now facing through offering workplace pensions and the living wage for staff and increases in business rates for premises. They also stated that under the new guidance the opportunity to provide additional services, which parents pay for will be reduced. This is currently how many providers remain sustainable. The funding rate for Surrey is due to be announced shortly so concerns are being based on the minimum rate outlined in the consultation document.
20. Whether these are true or perceived risks for providers the market will become parent lead. If they do not offer 30 hour places parents will start to move their children to settings that do offer them. The families that will be eligible are likely to be the ones that will lobby councillors and members if they cannot access their places and have already begun to do so.
21. **Sustainable places to meet demand.** If providers become unsustainable due to not offering places to meet demand or because of their concern about the funding rate not covering their costs and leaving them with a shortfall, which they cannot cover could move the county council to a sufficiency deficit in more areas than those currently identified in the Childcare Sufficiency Audit 2016. Creating provision from within the sector is not always possible as they are often already at capacity, so new venues would need to be found. Every effort is made when sourcing buildings to use those owned by Surrey. However refurbishments to make them suitable for childcare provision often mean putting in additional toilet facilities and securing outside areas, which require capital funding. The capital funding currently available for creating early education places has been frozen, as part of the county non-essential spend freeze. Applications to fund capital projects required to create funded places for 2, 3 and 4 year olds in areas that do not meet the demand for places have become much more difficult. Greater scrutiny and justification of need has meant some projects have been significantly held up going through rigorous panels. This has put greater pressure on meeting demand now and

will only increase in September 2017 if the freeze is not lifted. Without capital funding future development will not be possible.

22. Some revenue funding has been promised for 2017/18 and 2018/19 to help with expanding and sustaining current provision, however the disappointment of not being awarded the additional 30 hour place Capital Funding from Government has meant those projects submitted for funding cannot be supported and the proposed additional places have now been lost.
23. **Fit for purpose systems.** The Free Early Education Portal is a system that has been developed with IMT and can be accessed by practitioners to enter headcount data for children accessing FEET and FEE places. This has improved the process for collecting headcount data as it is paper free and the payment of FEET and FEE funding to providers as it generates payment on specific dates. Providing the data is entered on time and correctly it has reduced payment irregularities and meant providers know exactly when their payment will be received. While the Portal is now live and being accessed by providers some issues have arisen and these are being rectified by IMT, however the system is still under development with Robots needed to allow data to travel between the Portal and One EMS. Delays in securing funding, changes in personnel leading on the project have continued to restrict the completion of the project and are jeopardising some of the developments. A portal that is 'fit for purpose' and fully operational is vital for September when the 30 hours funding goes live. Changes to the Free Entitlement Team could have a significant impact on the payment of funding. Without a fully functioning system there may not be sufficient staffing in place to process payments manually. Full support from senior leadership, resource and funding are needed to ensure the portal is fully operational from September 2017. Failure to invest in this system will lose the county council sector confidence.
24. **Sufficient specialist places for children with special educational needs and disabilities (SEND).** Having sufficient specialist places will be a major task. Not only will this be challenging to find suitable SEND places to meet the needs of children there will also be a need for increased funding through Disability Access Fund and SEN Inclusion Fund. The cost of providing a specialist SEND 30 hour place is much greater than that of a regular 30 hour place. This remains a risk for the county council as possible demand from parents still need to be explored. Discussions with SEND services within Surrey and other local authorities are ongoing and to explore how others are planning to provide places. A separate action plan is being developed to focus work in this area.

Conclusion

1. This is a far reaching project which has required dedication from all of the staff involved. It will be important for the work to continue at the same pace to ensure we achieve a successful launch in September 2017. This will require the same level of priority from the new Sufficiency Team and their senior manager to ensure plans for the final term before launch are successful.
2. The DfE have requested a visit with senior leaders and elected members to discuss Surrey's progress in preparing for the launch of 30 hours. It will be important for them to be reassured that the current plans are progressing and that the county is fully committed and resources to achieve its goals.

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Appendices

Annex A - 30 Project Planning

Annex B – Income and Expenditure 30 hours model

Annex C - +15 hours toolkit 2016 – 2017, Early Years and Childcare Service

Sources/background papers:

30 hour free childcare entitlement: delivery model, Government consultation response November 2016 – www.gov.uk/government/consultations Reference: DFE-00272-2016

Childcare sufficiency assessment 2016, Early Years and Childcare Service

Parent' views and demands for 30 hours free childcare. Research report January 2017. Department for Education – www.gov.uk/government/publications Reference: DFE-RR611

Sufficiency assessment, The Childcare Works Consortium – support for local authorities January 2017

Project planning 30 hours

Project Area	Team members	Items to be included	Dates	Completed RAG rating
Capital application	Julie Page Anita Birtles Carol Auld Anne James	Invites to apply out to sector Criteria written and scoring developed Short-listing Data supplied and written into bid Bids written and submitted to leadership Bid submitted to DFE DFE projects approved Project timelines reviewed and monitored Project s completed Action plans under each area to be developed	15.07.16 03.08.16 08.08.16 24.08.16 30.08.16 Dec 16 Jan-Aug17 Aug 17	Yes Yes Yes Yes Yes Yes GREEN
Members Planning Boroughs	Julie Page Anne James	Policy paper to outline duty of sufficiency to include impact to constituents and legal framework, working parents, surrey duties and principles Insert into policy paper re 2 year old & 30 hours go to member for briefing Paper to planning departments regarding requirement Info to go out to borough councillors and borough officers around the duty and impact on constituents Info from Swindon around engaging their members Attendance at borough meetings by April 2017	30.09.16 20.08.16	1 st Draft Waiting for date to present to members GREEN
Comms	Tracey Stokes Jen Tibbets Carmel Ring Becca Baker Michael Pipe Carol Auld Pauline Jacobs Lynn Hargreaves- McCallum	Comms strategies and timeline to be planned Countdown clock to be started Case studies to be developed re partnership working Announcements from DFE to be added to bulletin Comms from different teams to keep interest in project regular updates Information booklet either by us or government to support setting to give info to parents Key messages and changes to statutory guidance communicated to sector	02.09.16 02.09.16 01.11.16 As & when	 GREEN
Sector updates	Kate Faulkner	LAFs updates re +15 hours Autumn term focus on business and occupancy delivered by	Autumn 16	Completed

	Anita Birtles Carol Auld Lynn Hargreaves- McCallum Pauline Jacobs Tracey Stokes Jane Gupta Belinda South	ASDM/AB/AJ/JP Playwork bulletins to outline profile of +15 hours CM briefings to have business focus for Autumn term Nursery networks to look at occupancy for Autumn term Later Sector updates to support planning for longer days and learning and development impact.	Spring 17	GREEN
Schools	Anita Birtles Tracey Free Carol Savedra Rod Pierce ASDM Schools rep?	Further briefing for school re impact of +15 hours Bursar briefings around funding and place planning Letter to go out to school with Nurseries that did not attend briefing(JP) Schools kit group to adjust action plan for schools to have a section around safeguarding FEET and universal places and developing +15 hour places	Autumn 16 Spring 17 02.09.16 08.09.16	GREEN
Admissions	Belinda South Justine Louka Donna Harwood Duffy (liaise with MS)	Review of admission policy for nurseries and nursery schools with Claire Potier and application form. Develop admission policy guidance to include +15 hours and safeguarding of universal places Has admissions detail and guidance gone live	23.09.16 23.09.16	GREEN
Research	Tracey Stokes Alida Savedra	Research team to analyse local data regarding sufficiency and produce ward info regarding possible need Parent questionnaires to go out to gauge possible take up Provider questionnaires to go out to gauge number of places available Coordinate ASDM's to target areas of need identified by the data and engage with settings to get them to increase provision and offer where possible Forward planning for 106 and CIL contributions linked to sufficiency How many parents of children with SEND are likely to take up the offer CSA update and policy paper to go to members for sign off Data to be collected from OOS provision adjust info in census to include information around weekends Analyse data to reflect changes to provision regarding opening hours, term time and stretched offers with regular review	01.07.16 01.04.17	Yes

		Mapping of providers with 30 hour offer once more is known about demand mapping where demand is		GREEN
FEET & Universal offer	Anne James Carol Auld Tracey Free	Arrange working group to plan for ensuring places for FEET and universal offer Policy around providing for mixed cohort Comms for FEET provision and promoting FEET uptake Succession planning for providers articles around mixed cohorts Info to schools and providers around benefits of getting children in early Push to parents to demand places	10.08.16 02.09.16	GREEN
FEEP, Funding & EYPP	Carol Auld Karen Moses Rod Pierce Terri Trask David Green	Portal to be developed further to support +15 hours Universal and +15 hours to be identified Split provision to be recognised to include schools, PVI, CM, OOS Monthly payments Change to referring to funded hours 570 or 1140 How will the funding split be handled between schools and other providers? Meeting with David Green to look at the issues for schools and how that will be funded How will head count apply to a child with split provision between holiday club and pre-school? Sign up for EYPP can those entitled to EYPP have priority place? Sign up to ECS community knowledge hub and dial into webinars Provider checks guidance to be completed when system development complete Communication with providers around using portal for 30 hours Claim systems for the maintained sector Consider model agreement and implement for Surrey	ongoing	RED
Parents	Michael Pipe Sue Turton	Marketing to parents, promotion, sign posting Offer on childcare finder to show settings offering +15 hours Parental booklet (online) and message to parents around checker, eligibility and locating provision		GREEN
Partnership Hubs Children's centres External partners	Belinda South Sue Turton	Promotion of +15 hours, FEET and universal offer through CC Can hubs or children's centres support partnerships of providers Developing models of formal and informal partnerships Engage with Health and other partners to promote parental engagement		AMBER
Home based childcarers	Pauline Jacobs HBC Advisory	Develop strategies specific to HBC Will the 50% model work for some HBC and promote that method of working where		

	Team	required. No Surrey HBC considering this model. Partnership working between different sectors		Removed
SEND	Jane Gupta Carol Savedra Pauline Jacobs Lynn Hargreaves- McCallum Eleri Morley	Impact of +15 hours on parents whose children have SEND Funding inclusion, discretionary, EHCP Impact on specialist provision and named places Code of practice impact on settings if parents demand +15 hours at their setting Which takes precedent, statutory duty for EYFE or SEND code of practice Nursery schools and unit criteria and impact Split provision and impact on child Highlight of consultation on families with children that have SEND Managing places for children with SEND accessing +15 hours Continue with cross border SEND groups SEND focus groups data around SEND need		RED
Holiday/ weekend/BC and ASC	Lynn Hargreaves McCallum Playwork Advisory Team	Information to providers Sign up for FEE Partnerships working with ASDM for settings taking under 5s EYFS delivered in full if receiving FEE? Qualifications, ratios, etc Early Years playwork and holiday provision strategies What support and info required, sign up for portal etc		RED
Training/ PSE	Kate Faulkner Sam Wilson PSE Leads	Impact on children of changes – adapting existing training Changes to practice and planning in part time settings PSED developments linked to +15 hours Training for practitioners new to taking children over longer hours Possible business training to develop provision		GREEN
Workforce	Cheryl Marie Workforce Development Team	Changes to working practices Contract changes Recruitment and retention – flexible hours/ contracts etc Training/ Budgets Writing pages for KIT		GREEN

Business	Anita Birtles Rod Pierce Carol Savedra	Sustainability to include adapting business practice Models if unable to extend provision Displacement of universal entitlement and FEET? Managing admissions and place planning Finances (what will the rate be) Flexibility define with EYRG Marketing tool being developed to support all settings Tool kit development for business with links to documents etc Premises extension of leases, planning consent, rental periods. All surrey buildings offering childcare should be able to offer +15 hours as part of agreement Identify Surrey buildings, check on agreements and ensure provider can offer +15 hours. Meeting with property services to further develop strategies, information paper to be written to outline requirements for universal and +15 hours provision. Also to be circulated to schools with PVI provision on site so transfer of control agreements can be used to increase provision. Business sessions to be delivered to sector with workshops and tools to support settings to plan for change Working with Paralegal team on school conversions to academies Early Years National Funding Formula consultation Local funding formula consultation Further identification of premises and possible expansion in Surrey Business impact analysis on funding models for schools forum	Tool kit Tool kit Tool kit Tool kit Spring 17 Spring 17 17.10.16 26.08.16 26.09.16 31.07.17 Autumn 16 ongoing 22.09.16 27.10.16	Yes Yes Yes Yes Yes Yes Yes Yes GREEN
Steering group How are we going to manage this	Julie Page	Share potential demand information with providers to sense check estimates and assumptions Q75 & 73 How will we deliver, procure or signpost EYFS managing transitions for partnership models ensuring providers are ready to confirm 30 hour places by Spring 2017 Collect and use feedback from parents termly to inform sufficiency planning and marketing messages Guidance to wider partners around entitlements and when will start Q 97 How will we establish links with employers, associations and suitable employer linked mechanisms Q99		AMBER

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Income

You can easily calculate your income by inserting the number of children in the relevant cell. The formula will calculate the amount of income generated by using the pre populated cells showing the current grant rates. You would need to alter the amount per hour or per session relating to what you charge for non funded sessions in the row marked fee rate.

The formula uses the number of weeks in each month based on either 38 weeks or 52. Please change according to what you offer.

Expenditure

Type in your costs under each heading. You can delete and add new headings as needed. Try to put costs in the correct month when they will become due however if this is not possible spread costs over the year as realistically as possible.

Balances

The spreadsheet will calculate totals for income, expenditure and a balance for each month. It will also tell you how much you spend under each heading across the year. This will help you to see the impact of any changes, planned or unplanned, on your finances.

You will also see a cumulative cash balance which will show you an overview of the financial position over the year.

You can get a broader picture by using the opening balance cell which will link with the closing balance cell.

Impact analysis

Once you have completed a basic version with accurate current figures you can copy this and paste onto a blank workbook.

Click into the space in the top left hand corner above the 1 and to the left of the A. Right click and copy. Then open the blank workbook and click into cell A1.

Right click and paste. You can then make changes to this new copy without compromising the original. Don't forget to change the name of each new workbook and to note the assumptions you have made. You should also clearly note what changes you have made. For example you might use one copy to see what the impact would be if you offered 8 full time places. You can then copy this and see the impact if you put fees up. You can make as many copies as you like.

15 hours only

No of FEET children	0	0	0	0	0	0	0	0	0	0	0	0	0
FEET rate	£6	£6	£6	£6	£6	£6	£6	£6	£6	£6	£6	£6	£6
No of FEE children universal only	0	0	0	0	0	0	0	0	0	0	0	0	0
FEE rate	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15
No of FEE children extended	0	0	0	0	0	0	0	0	0	0	0	0	0
No Parent funded children	0	0	0	0	0	0	0	0	0	0	0	0	0
fee rate	£5	£5	£5	£5	£5	£5	£5	£5	£5	£5	£5	£5	£5
No. of weeks open	4	3	4	3	4	3	4	2	4	4	3		
Opening Balance													

Total weeks 38

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
Income													0
Actual Month													0.00
income from 2 year olds / FEET	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
income from 3-4 year olds universal only	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
income from 3-4 year olds extended only	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Income from fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Funding													0.00
Early Years Pupil Premium													0.00
Fundraising													0.00
Total Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Expenditure													0.00
Staff Salaries													0.00
Employers NI & PAYE contribution													0.00
Premises (rent/mortgage)													0.00
Business rates													0.00
Payroll charges													0.00
Gas													0.00
Electricity													0.00
Water													0.00
Telephone													0.00
Insurance													0.00
Subscriptions													0.00
Bank charges													0.00
Training													0.00
Ofsted													0.00
Administration													0.00
Food													0.00
Play consumables													0.00
Cleaning consumables													0.00
Equipment renewal													0.00
Waste Disposal													0.00
Marketing													0.00
Staff advertising													0.00
Accountant													0.00
Legal costs													0.00
Loan repayments													0.00
													0.00
Total Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditure	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Cumulative Cash Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Closing Balance year 1 0

30 hours only

No of FEET children	0	0	0	0	0	0	0	0	0	0	0	0
FEET rate	£6	£6	£6	£6	£6	£6	£6	£6	£6	£6	£6	£6
No of FEE children universal only	0	0	0	0	0	0	0	0	0	0	0	0
FEE rate	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15
No of FEE children extended	0	0	0	0	0	0	0	0	0	0	0	0
No Parent funded children	0	0	0	0	0	0	0	0	0	0	0	0
fee rate	£5	£5	£5	£5	£5	£5	£5	£5	£5	£5	£5	£5
No. of weeks open	4	3	4	3	4	3	4	2	4	4	3	

Total weeks 38

Opening Balance	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	0
Income													0.00
Actual Month													0.00
Income from 2 year olds / FEET	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Income from 3-4 year olds extended only	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Income from fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Funding													0.00
Early Years Pupil Premium													0.00
Fundraising													0.00
Total Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Expenditure													0.00
Staff Salaries													0.00
Employers NI & PAYE contribution													0.00
Premises (rent/mortgage)													0.00
Business rates													0.00
Payroll charges													0.00
Gas													0.00
Electricity													0.00
Water													0.00
Telephone													0.00
Insurance													0.00
Subscriptions													0.00
Bank charges													0.00
Training													0.00
Ofsted													0.00
Administration													0.00
Food													0.00
Play consumables													0.00
Cleaning consumables													0.00
Equipment renewal													0.00
Waste Disposal													0.00
Marketing													0.00
Staff advertising													0.00
Accountant													0.00
Legal costs													0.00
Loan repayments													0.00
													0.00
Total Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditure	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Cumulative Cash Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Closing Balance year 1 0

Variable hours model

No of FEET children	0	0	0	0	0	0	0	0	0	0	0	0
FEET rate	£6	£6	£6	£6	£6	£6	£6	£6	£6	£6	£6	£6
No of FEE children universal only	0	0	0	0	0	0	0	0	0	0	0	0
FEE rate	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15
No of FEE children extended	0	0	0	0	0	0	0	0	0	0	0	0
No Parent funded children	0	0	0	0	0	0	0	0	0	0	0	0
fee rate	£5	£5	£5	£5	£5	£5	£5	£5	£5	£5	£5	£5
No. of weeks open	4	3	4	3	4	3	4	2	4	4	3	

Total weeks 38

Opening Balance	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	0
Income													0.00
Actual Month													0.00
income from 2 year olds / FEET	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
income from 3-4 year olds universal only	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
income from 3-4 year olds extended	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Income from fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Funding													0.00
Early Years Pupil Premium													0.00
Fundraising													0.00
Total Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Expenditure													0.00
Staff Salaries													0.00
Employers NI & PAYE contribution													0.00
Premises (rent/mortgage)													0.00
Business rates													0.00
Payroll charges													0.00
Gas													0.00
Electricity													0.00
Water													0.00
Telephone													0.00
Insurance													0.00
Subscriptions													0.00
Bank charges													0.00
Training													0.00
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Food													0.00
Play consumables													0.00
Cleaning consumables													0.00
Equipment renewal													0.00
Waste Disposal													0.00
Marketing													0.00
Staff advertising													0.00
Accountant													0.00
Legal costs													0.00
Loan repayments													0.00
													0.00
Total Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditure	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Cumulative Cash Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Closing Balance year 1 0

Stretched offer

No of FEET children	0	0	0	0	0	0	0	0	0	0	0	0
FEET rate	£6	£6	£6	£6	£6	£6	£6	£6	£6	£6	£6	£6
No of FEE children universal only	0	0	0	0	0	0	0	0	0	0	0	0
FEE rate	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15	£4.15
No of FEE children extended	0	0	0	0	0	0	0	0	0	0	0	0
No Parent funded children	0	0	0	0	0	0	0	0	0	0	0	0
fee rate	£5	£5	£5	£5	£5	£5	£5	£5	£5	£5	£5	£5
No. of weeks open	4.2	4.4	4.4	4.2	4.4	4	4.4	4.2	4.6	4.2	4.4	4.6

Total weeks 52

Opening Balance	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Total
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	0
Income													0.00
Actual Month													0.00
Income from 2 year olds / FEET	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Income from 3-4 year olds universal only	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Income from 3-4 year olds extended	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Income from fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Funding													0.00
Early Years Pupil Premium													0.00
Fundraising													0.00
Total Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Expenditure													0.00
Staff Salaries													0.00
Employers NI & PAYE contribution													0.00
Premises (rent/mortgage)													0.00
Business rates													0.00
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Staff advertising													0.00
Accountant													0.00
Legal costs													0.00
Loan repayments													0.00
													0.00
Total Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditure	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Cumulative Cash Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Closing Balance year 1 0

	Hourly rate	Hours per week	Weekly pay	Holiday pay	Annual cost
Manager			0		
Deputy					
Staff 3					
Staff 4					
Staff 5					
Staff 6					

	Salary	Pension contribution	Holiday pay	Monthly cost	Annual cost
Manager					
Deputy					
Staff 3					
Staff 4					
Staff 5					
Staff 6					

Calculating Holiday pay

Calculate the total number of hours worked in a year. (you can use any unit, ie.days,sessions, £'s)
 Divide this by 100 to give you 1% of total working hours.
 Multiply this figure by 12.07. (12.07% equates to 5.6 weeks)
 This will give you the employees holiday entitlement.

Example

Employee works 15 hours per week for 38 weeks @ £8 per hour.
 Total yearly hours = 570
 Divided by 100 = 5.7
 $5.7 \times 12.07 = 68.8$ hours
 $68.8 \times £8 = £550.39$

Use the table below to calculate the redundancy commitment for each member of staff.

Please note there is a cap of £430 per week.

Look up the age of each member of staff and the number of completed years service.

Where the two cross on the table shows the number of weeks pay that they are entitled to.

Years of Service →

Age	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
17	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	1	1.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	1	1.5	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	1	1.5	2	2.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21	1	1.5	2	2.5	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	1	1.5	2	2.5	3	3.5	-	-	-	-	-	-	-	-	-	-	-	-	-
23	1.5	2	2.5	3	3.5	4	4.5	-	-	-	-	-	-	-	-	-	-	-	-
24	2	2.5	3	3.5	4	4.5	5	5.5	-	-	-	-	-	-	-	-	-	-	-
25	2	3	3.5	4	4.5	5	5.5	6	6.5	-	-	-	-	-	-	-	-	-	-
26	2	3	4	4.5	5	5.5	6	6.5	7	7.5	-	-	-	-	-	-	-	-	-
27	2	3	4	5	5.5	6	6.5	7	7.5	8	8.5	-	-	-	-	-	-	-	-
28	2	3	4	5	6	6.5	7	7.5	8	8.5	9	9.5	-	-	-	-	-	-	-
29	2	3	4	5	6	7	7.5	8	8.5	9	9.5	10	10.5	-	-	-	-	-	-
30	2	3	4	5	6	7	8	8.5	9	9.5	10	10.5	11	11.5	-	-	-	-	-
31	2	3	4	5	6	7	8	9	9.5	10	10.5	11	11.5	12	12.5	-	-	-	-
32	2	3	4	5	6	7	8	9	10	10.5	11	11.5	12	12.5	13	13.5	-	-	-
33	2	3	4	5	6	7	8	9	10	11	11.5	12	12.5	13	13.5	14	14.5	-	-
34	2	3	4	5	6	7	8	9	10	11	12	12.5	13	13.5	14	14.5	15	15.5	-
35	2	3	4	5	6	7	8	9	10	11	12	13	13.5	14	14.5	15	15.5	16	16.5
36	2	3	4	5	6	7	8	9	10	11	12	13	14	14.5	15	15.5	16	16.5	17
37	2	3	4	5	6	7	8	9	10	11	12	13	14	15	15.5	16	16.5	17	17.5
38	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16.5	17	17.5	18
39	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	17.5	18	18.5
40	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18.5	19
41	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	19.5
42	2.5	3.5	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5	12.5	13.5	14.5	15.5	16.5	17.5	18.5	19.5	20.5
43	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
44	3	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5	12.5	13.5	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5
45	3	4.5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
46	3	4.5	6	7.5	8.5	9.5	10.5	11.5	12.5	13.5	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5
47	3	4.5	6	7.5	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
48	3	4.5	6	7.5	9	10.5	11.5	12.5	13.5	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5
49	3	4.5	6	7.5	9	10.5	12	13	14	15	16	17	18	19	20	21	22	23	24
50	3	4.5	6	7.5	9	10.5	12	13.5	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5	24.5
51	3	4.5	6	7.5	9	10.5	12	13.5	15	16	17	18	19	20	21	22	23	24	25
52	3	4.5	6	7.5	9	10.5	12	13.5	15	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5	24.5	25.5
53	3	4.5	6	7.5	9	10.5	12	13.5	15	16.5	18	19	20	21	22	23	24	25	26
54	3	4.5	6	7.5	9	10.5	12	13.5	15	16.5	18	19.5	20.5	21.5	22.5	23.5	24.5	25.5	26.5
55	3	4.5	6	7.5	9	10.5	12	13.5	15	16.5	18	19.5	21	22	23	24	25	26	27
56	3	4.5	6	7.5	9	10.5	12	13.5	15	16.5	18	19.5	21	22.5	23.5	24.5	25.5	26.5	27.5
57	3	4.5	6	7.5	9	10.5	12	13.5	15	16.5	18	19.5	21	22.5	24	25	26	27	28
58	3	4.5	6	7.5	9	10.5	12	13.5	15	16.5	18	19.5	21	22.5	24	25.5	26.5	27.5	28.5
59	3	4.5	6	7.5	9	10.5	12	13.5	15	16.5	18	19.5	21	22.5	24	25.5	27	28	29
60	3	4.5	6	7.5	9	10.5	12	13.5	15	16.5	18	19.5	21	22.5	24	25.5	27	28.5	29.5
+61	3	4.5	6	7.5	9	10.5	12	13.5	15	16.5	18	19.5	21	22.5	24	25.5	27	28.5	30

Free childcare for 3 & 4 year olds +15 hours toolkit

+15 hours free early education for 3 & 4 year olds

This toolkit will help early years professionals plan for the implementation of +15 hours. It aims to support you identify the demographics of your local area that are likely to influence the demand for +15 hour places and the impact that will have on Free Early Education for Two year olds (FEET) and the existing universal offer of 15 hours of Free Early Education for 3 & 4 year olds.

This tool kit will be updated regularly as new information becomes available, it will be available online soon at <https://www.surreycc.gov.uk/schools-and-learning/childcare-professionals/funding-for-childcare-professionals/providing-free-early-education>

What is +15 hours?

From September 2017, some working parents of 3 & 4 year olds will be eligible to get an extra 15 hours of free childcare per week. This is in addition to the current 15 hours of free early education per week which all 3 & 4 year olds are entitled to.

The reason the government is introducing +15 hours is to:

support working parents with the cost of childcare and enable others to return to work or to work additional hours

build on the offer of 15 hours free early education which all 3 & 4 year olds and the most disadvantaged two year olds are currently eligible for

Page 48

Department for Education (DfE) consultation 3 April 2016 states:

"This government is delivering on its commitment to double the amount of free childcare for working parents of three and four year olds."

"Every child deserves the best possible start in life and that's why all three and four year old children and the least advantaged two year olds can already access 15 hours a week of high quality early education to prepare them for school and to improve their life chances."

"But we know that the main reason families struggle to get out of poverty is a lack of sufficient income from parental employment."

"Our commitment to improve life chances and social justice means that we are giving working parents 30 hours per week of free childcare for their three and four year olds."

The plan is to implement the extended free entitlement +15 hour from September 2017 for all eligible families that apply.

Who's eligible?



What we already know

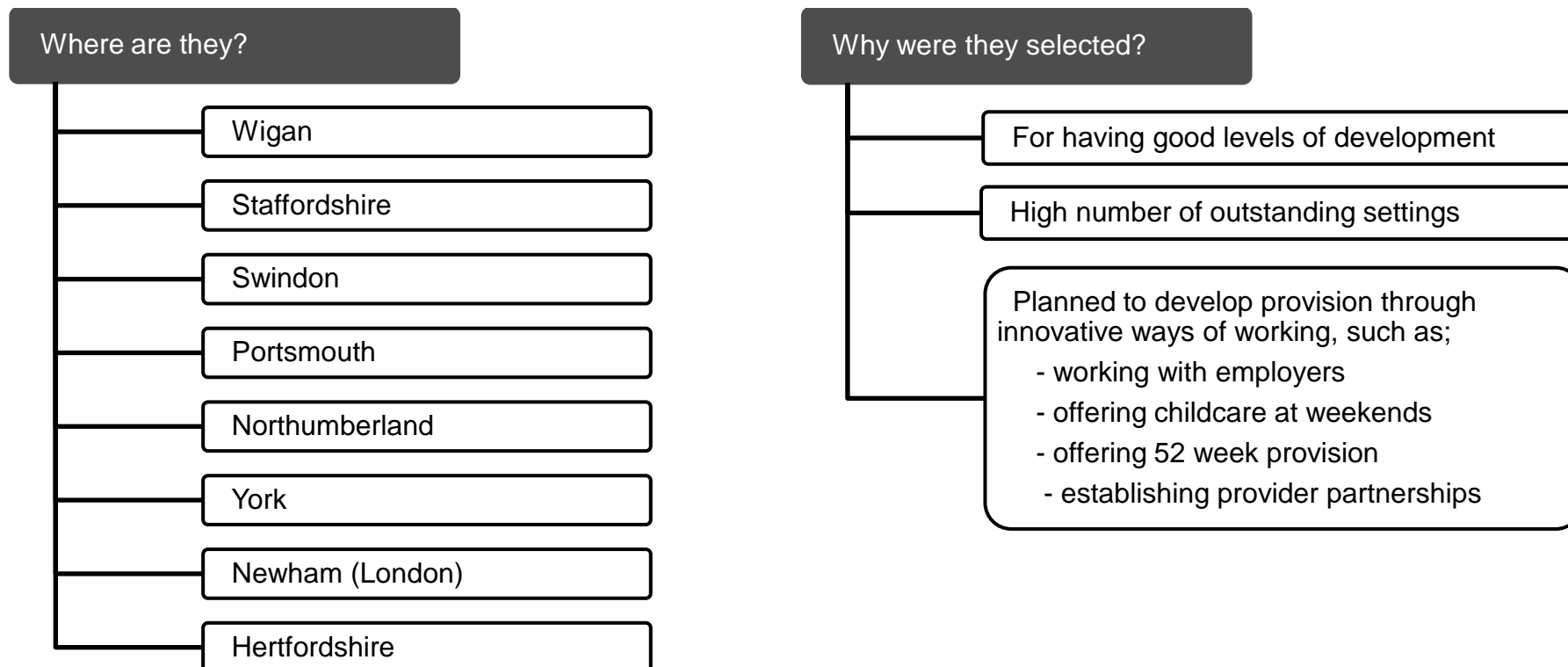
Page 49 We know that the majority of working families with 3 & 4 year olds already use more than 15 hours of childcare per week. Government figures indicate that just over 20% currently take 25 hours or more. This means that many 3 & 4 year old children will already be attending a setting for more than 15 hours and won't need additional places, although they may want to increase the hours they take or use another provider to access additional hours.

The DfE estimates that nationwide 29.7% of children will be eligible for the additional 15 hours, which is around 8457 in Surrey. We know that many families use family members to allow them to work more hours without additional costs but it's hard to predict how many of these families will want to use formal childcare instead, if they become eligible. We are carrying out research to identify key areas where there will be eligible families.

It will be necessary to create many additional places and we need to make sure that capacity is in the right location to meet demand and available at the times that working parents will need it. You'll probably already have a feel for what the local need for +15 hour places will be and we produce a Childcare Sufficiency Assessment that shows where future places are likely to be needed. [This document is available on our website](#) just search for it at www.surreycc.gov.uk

Early implementers:

A small number of early implementer areas began delivering the +15 hours entitlement for 12 months from September 2016.



What do you need to consider when planning to implement +15 hours

This section will explore the information that you may need to consider when planning to implement the +15 hours. It is important to recognise that this will vary based upon your own provision and your local demographics, so consider:

- consultation and research
- reflection and analysis
- partnership working
- premises
- admissions
- information
- staffing
- delivery model.

Consultation and research

In order to plan effectively you should consider

- How many of your children will qualify for +15 hours?
- How many children will take up some or all of these extra hours?
- What patterns of access are they mostly looking for?
- Are parents aware they can spread their free hours over up to three different types of provider, and over a full year?

Tasks to consider

- Send a questionnaire to parents both current and those on the waiting list.

Look outside of your usual partnerships

- Additional local parent survey.
- Visit parent and toddler groups or soft-play groups.
- Contact larger local employers to identify demand for additional places when their eligible staff become entitled to additional childcare.
- Speak to your local children's centre to see what their analysis of local demand is.
- Consult local school maintained nurseries which may have to reduce the overall number of children they can accommodate due to the take-up of more sessions.
- What are other nearby providers doing? Ask them at the local area forums.
- Look at other setting's websites to see what they are doing and how they are promoting it.
- Consider offering something different or unique, such as extended hours of opening, different number of weeks or forest school activities and include these possibilities in your questionnaire.
- Make sure your questionnaire helps to evaluate your present business, whether any changes are needed or if parents are looking for different services.

Useful web pages



Childcare business team guidance notes [Questionnaire guidance](#)



What parents say about Childcare in Surrey (available soon on www.surreycc.gov.uk)

Reflections and analysis

Now review the responses to your research

- What hours, days, sessions do most parents say they want?
- What changes or additional services are needed locally and what can you do to help meet this need or fill this gap?
- How will you change your business model to meet identified need whilst keeping a balance between 30 hour, 15 hour, fee paying and FEET funded places?

Consider the patterns of delivery

- Do parents want longer or additional sessions, for instance:
 - a) Could you open earlier, such as starting 30 minutes earlier?
 - b) Could you offer extended sessions such as finishing 30 minutes or an hour later?
 - c) Is there any demand for a funded early drop-off or breakfast session?
 - d) Is there a need for later pick up times or after school facility?
- Can you extend your hire hours at the premises, what are the barriers to this and can they be overcome?
- Do parents want more flexible or stretched childcare across the year?
- Would parents consider using other forms of childcare such as combining sessional care with home-based childcare, holiday playschemes or weekend childcare?
- Is there local demand for holiday playschemes, this could range from one to three weeks during school holidays to full holiday playscheme provision?
- Is there demand for weekend childcare? Does anyone provide this locally and would the premises be available?
- If you could offer more than 38 weeks a year at the setting, what is the effect on rent, staff costs and other overheads, remembering that opening for more weeks each year will reduce the number of funded hours available per week (see table below)?
- Do you have problems filling afternoon sessions? If so consider a different business model such as a 2.5 day model (see page 15) which could be expanded fairly easily to a 30 hour model.
- Consider what the impact might be if other local settings offer extended hours and you don't or you offer it first. Will you lose or attract more business?
- If you can't change your offer due to premises or give parents what they want, could you make informal links with another provider and offer a joined-up, stretched service? (see page 8 for ideas under partnership working).

Important reminders when undertaking your reflections and analysis

- You **don't** have to offer 38 weeks, consider 40 weeks, 42 weeks, 46 weeks or 50 weeks a year, and spread the +15 hours a week (+570hours) over a longer period at fewer hours a week?
- You **don't** have to offer all 30 hours, a few extra may be all that is needed, 20 or 25 hours a week may suit parents?
- You need to remain viable and profitable, so you also need to **keep some places for children that are not entitled** to +15 hours, and FEET children moving into Free Early Education for 3 & 4 year old sessions.

Stretched funding table

This table shows how the universal free early education offer of 15 hours per week over 38 weeks can be spread over more than 38 weeks per year.

	Universal offer of 570 hours per year e.g. 3 hrs a day, 5 days a week	Universal offer plus 190 extra funded hours per year e.g. 4 hrs a day, 5 days a week	Universal offer plus 380 extra funded hours per year e.g. 5 hrs a day, 5 days a week	Universal offer plus 570 extra funded hours per year e.g. 6 hrs a day, 5 days a week
weeks per year	hours per week	total funded hours per week	total funded hours per week	total funded hours per week
*38	15.00	20.00	25.00	30.00
40	14.25	19.00	23.75	28.50
42	13.57	18.10	22.62	27.14
44	12.95	17.27	21.59	25.91
46	12.39	16.52	20.65	24.78
48	11.87	15.83	19.79	23.75
50	11.40	15.20	19.00	22.80
52	10.96	14.62	18.27	21.92

***You have to offer free early education for a minimum of 38 week per year unless an exemption has been granted.**

The first two columns show how the universal free early education offer of 15 hours per week over 38 weeks could be spread over a longer period.

The next three columns show examples of how you can spread extended hours over a different number of weeks depending on the total number of extended hours you are offering.

If a parent takes up more hours than the total funded hours you're offering, they will need to pay fees for any unfunded time.

Partnership working

The government is keen to see

- More informal working arrangements.
- Joint approaches to offering the +15 hours.
- Who you can team up with if you can only offer the universal 15 hours? In this case parents who need +15 hours still come to your setting for their universal 15 hours and go to someone else for the +15 hours.

Partnership considerations

- Up to three providers can claim funding for a single child but you will need to agree with parents and partners which are the universal hours, which are the +15 hours and who is claiming for what.
- The +15 hours could be withdrawn if a child becomes ineligible.
- Will you work closely with local childminders? Can you offer parents a joint arrangement that involves the nursery and childminders splitting the universal and +15 hours?
- Can you offer extra weeks during school holidays as part of holiday provision?
- Can you liaise with an after school club to pick children up or for your staff to take them there? That way the parent can split their funded hours over a longer period; for example three hours a day with you and three with them. Find out what age they cater for and what hours they're open, typically 3 - 6.30pm.
- Can you liaise with a breakfast club, these typically run in schools from 7.30am – 8.45am. If appropriate, can you offer four or five hours a day in addition to their one hour a day?
- Can you liaise with playgroups, which typically run in community buildings, church and sports halls. Can you partner with a playgroup to split the +15 hours between you?
- Can you liaise with a full day care, private or chain day-care nursery, which may not offer the universal 15 hours? You may be able to split the free sessions between you to the advantage of both of you. Day care settings often open 51 weeks per year, so may offer stretched funding, which would be around 21.92 hours each week over 51 weeks, but not all day care settings do this.

Partnership examples

Example A

15 hours per week term time over 38 weeks at a *pre-school and +15 hours at a holiday playscheme

- Offers parent 15 hours a week term time (570 hours) and typically 30 hours per week x 10 weeks per year = additional 300 hours at playscheme.

- Benefits: No change for pre-school which still offers 570 hours per year. Holiday playscheme does not charge parents for their first 30 hours of care each week, which over 10 weeks allows parents to access 300 of their additional 570 hours childcare. That leaves 270 hours per week available, which they could use with a childminder or after school club during term time.

Example B

*Pre-school extends by 5 weeks per year: (1 week at Easter, May and autumn half term and 2 weeks in summer holidays).

- Open an additional 6 hrs per day, 5 days a week x 5 weeks = 150 hours, which still leaves parents more than 400 hours to take elsewhere.

- Benefits: The pre-school earns an additional 150 funded hours for each child and offsets the cost against items such as the additional rent and overall staff costs.

Example C

*Pre-school sets up an informal arrangement with a home-based

- Collect children when pre-school finishes, to provide extended day facilities for three hours per day (3pm-6pm) term time only.

- Benefits: No additional costs for pre-school, but can now offer eligible parents their full 30 hours entitlement by accessing their universal 15 hours per week, and through a partnership arrangement, up to a further 15 hours a week, term time at the after school facility or home-based childcarer.

Example D

*Pre-school or home-based childcarer links up with a local

- If the local school cannot offer nursery 3-4 year olds more than 15 hours a week, collect them from school nursery at 3pm and provide funded extended day facilities up to 3 hours per day

- This makes up the full 570 hours per year. (3 hrs per day x 5 days per week x 38 weeks a year)

- Benefits: Where the pre-school or home-based childcarer has premises available, and capacity, this would earn an additional 15 hours a week income from each child for 38 weeks per year, which needs to be offset against the additional staff and other overheads.

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*or nursery

Premises

Challenge the places at your current provision

- Check capacity and if floor space allows can you offer additional places?
- Is a building an extension possible?

Things to consider

- You must allow 2.3 sq metres for each 3-5 year old and 2.5 sq metres for each 2 year old (Statutory Framework, section.3.57). Ofsted no longer registers a setting to take a specific number of children, but settings must comply with these space requirements, and we still recommend a toilet and washbasin for every 10 children.
- If you can expand your premises to take additional children, find out if you need planning consent.
- Consider neighbours, traffic, drop-off and pick up times or potential clashes with schools and other businesses working hours which should be avoided?
- Are your premises available outside of your existing hours?
- Are you allowed to extend opening times under terms of your lease?
- Are there any local planning restrictions or actual ones on your premises?
- What would be the effect on your rent?
- Will you need any additional equipment such as changing tables or extra storage?
- Do you need to include rest or sleep areas?
- Does the building have a facility to provide lunches?
- If you can't extend sessions where you are now, are there other nearby premises available for part of the week for you to expand into such as sports halls, Scout or Guide huts or village halls? Is there an opportunity to offer Forest School?

Important reminders when reviewing availability

● If you make changes to your capacity or facilities, let your insurance provider know the details.

● Notify Ofsted of all changes ([Statutory Framework section 3.77](#)).

Admissions

Review your existing admissions policy

- Make sure your admissions policy reflects any changes you make and that it's easy for parents to understand.

Things to consider

- Will you keep a certain number of places for local children, FEET places and 2 year fee-paying places?
- How can you offer +15 hours while still offering enough universal 15 hour Free Early Education (FEE) places for those that don't qualify for +15 hrs and enough Free Early Education for Two year olds (FEET)?
- How many hours of each will you offer?
- How will you prioritise and deal with requests from parents; will you have separate waiting lists?
- How will you record which are the universal hours and which are the +15 hours sessions, so you can easily identify them in case of a dispute, or the parents want to split them between more than one provider?
- What happens if a child no longer qualifies for +15 hours funding?
- What happens when an existing universal hours child becomes eligible for +15 hours?
- How do your opening dates compare with other settings and schools? Do they allow parents to seamlessly access +15 hours across both your and other providers' settings?
- Do you need to change your application process such as your calendar, deadlines and timings?
- Is there a process for appeals?
- When will you update these changes on your web pages?

Important reminders when reviewing your admissions

- Review and revise your application forms and parental contracts showing requests and offers for universal hours and +15 hours separately.
- You won't be able to meet the needs of **all** parents.

Information

What?

- What parent information needs to be changed or developed? How soon can you do this?
- How will parents find you and your offer?
- Be clear and concise.

Identify and promote your unique offer!

- It's worth spending time updating your:
 - a) website, see guidance on web site marketing
 - b) social media
 - c) all other marketing materials such as prospectus, leaflets and banners, see guidance on marketing
 - d) notice boards
 - e) application forms
 - f) adverts
 - g) wording on parent contracts, including what happens if they no longer qualify for +15 hours.

Who else?

- Community information:
 - a) let local children's centres know what you are offering
 - b) put adverts in local papers, community or church newsletters
 - c) share information on your notice board,
 - d) promote your offer at places like soft play centres and leisure centres
- Tell Ofsted about any changes to your opening hours, - check if you need to register on an additional or different register?
- You should let Surrey Early Years & Childcare Service, Children's Centre, Surrey Family Information Service, Netmums and your borough's community information team know about any changes to your opening times.

Important reminders when thinking about information you want to share:

- Update your website as a priority.
- Be clear about your social media, see Surrey Early Years & Childcare Service's social media marketing guidance.
- If you share information **early on**, you might capture a greater share of the market.

Staffing

Consider the effect of changed hours on staff requirements

- Do you need to revise your staffing model, such as recruiting additional staff for lunch cover or extended hours?
- Can you maintain staff roles and ratios for extended hours such as for DLs and SENCOs?
- Can you recruit staff on a short term basis for holiday playschemes?
- Have you considered recruiting students to work in holiday playschemes?
- Do existing staff want to extend their working hours?
- Do you have a robust recruitment process in place?
- Remember existing staff going for new roles in the setting should still go through your normal recruitment procedures.
- Make the most of opportunities to recruit staff, remember that parents will be able to access more free childcare and get rewarded for taking part time or full time paid employment and might consider a career in childcare.
- Consider returning maternity leavers who may well be able to afford more childcare and return earlier.

Financial implications for staffing

- What is the effect on wages?
- Will you need to identify extra money for additional staff responsibilities, additional holiday pay, training budget for staff undertaking continuous professional development and qualifications?
- What is the effect on staff holiday requests; do you need to change your policy regarding leave entitlement and will this change their holiday pay calculation?
- Will this bring them into automatic workplace pension entitlement?
- Does this affect your insurance policy?

Staff working hours

- If you are looking at changing staff contracts or working patterns you will need to consult with staff.
- Be clear about notice period requirements in staff contracts.
- Consultation should be offered and undertaken on an employee by employee basis.
- You may find the *ACAS: Changing staff terms and conditions and our *Contract of employment guidance and template useful.

*See links on page 14

Qualifications

- If you are extending your hours can you meet child: staff ratios and meet qualification requirements?
- Do staff wish to undertake additional qualifications?
- Are staff aware of sources of funding for qualifications?
- Are you still meeting the EYFS requirements for paediatric qualified first aiders?

Training

- Will staff need to do additional training if so, which training and when?
- Do you have a training budget set aside?
- Do you have a training agreement in place?
- Remember to update your staff training and development plan regularly and to include safeguarding training for all staff.

Useful web pages when reviewing staff requirements

●	Staff requirements	Childcare Jobs Recruiting Childcare Professionals, Retaining Childcare Professionals
●	Financial implications	holiday pay entitlement calculations automatic workplace pension entitlement
●	Staff working hours	ACAS: Changing staff terms and conditions Contract of employment guidance and template
●	Qualifications	Department for Education Early Years Qualification List Early Years Foundation Stage
●	Training	Department for Education Early Years Qualification List Staff Training and Development Plan and guidance

Delivery model**Cohorts**

- How many of the following children do you need in each group for optimum succession each year?
 - a) Fee paying 2 year olds
 - b) FEET
 - c) Universal 15 hours
 - d) +15 hours

Financial forecasting

- Taking all the following into consideration:
 - a) prepare financial cash flow forecasts with different times, days and numbers of children
 - b) see what effect using different scenarios such as occupancy levels might have
 - c) gauge the most cost effective solution
 - d) identify possible financial issues early on

2.5 day model

- Consider a 2.5 day model. It involves offering just two options: 6 hours Monday, 6 hours Tuesday and 3 hours Wednesday as one option. Or 3 hours Wednesday, 6 hours Thursday and 6 hours Friday as the other option. You could offer parents the option of buying an additional half week.
- Retaining a certain number of 15 hours only places for FEET funded children and fee paying 2 year olds could help make sure that you have a core number of children staying with you for the following academic year.

Important reminders when reviewing your delivery model:

Many children won't be entitled to +15 hours, including FEET funded children who often benefit most from professional childcare. How will you make sure you treat these children fairly?



To remain viable each year, you need to work out your occupancy to keep some FEET and fee paying 2 year old places within the mix, to make sure you have a core of existing children moving to three year old places each September.

Useful weblinks and contacts

Business Team

childcarebusinessadvice@surreycc.gov.uk

FEET Team

FEET@surreycc.gov.uk

Surrey Early Years and Childcare Service

eycs.admin@surreycc.gov.uk

01372 833833

Workforce Development Team

workforcedevelopment@surreycc.gov.uk

01372 833900

Free Entitlement Team

free.earlyeducation@surreycc.gov.uk

Playwork Team:

playwork@surreycc.gov.uk

Home-based Childcare Team:

eycstraining@surreycc.gov.uk

This toolkit was produced by Surrey Early Years & Childcare Service

Version1

October 2016



Education and Skills Board

Wednesday 8 March 2017

SEND Task and Finish Group Update

Purpose of report:

To update the Board on the work of the Joint SEND Task and Finish Group

Introduction:

1. The total budget for the Council's Special Educational Needs and Disabilities (SEND) services in 2015/16 was approximately £220m. Reduced funding and rising demand in the county has led to significant pressure on the Council in carrying out its statutory responsibilities for these children and young people.
2. With many developments in this service over 2016, the Council's scrutiny boards received eight reports that linked to the topic of SEND. These reports covered: the work of the Transition Team and the Learning Disabilities Commissioning Strategy; the Children's Improvement Plan; how the SEND team engages with its stakeholders, families and young people with SEND; contract procurement; SEND Transport; finances and the SEND 2020 Development plan.
3. It was suggested that a more efficient means of scrutiny of this service could be achieved through a Joint Task and Finish Group comprising of Members from the relevant scrutiny boards. A joint approach for 2016/17 and beyond would have the benefit of:
 - a) improved oversight and assurance on the progress made within SEND services;
 - b) a greater emphasis on how developments would support children, young people and their families, rather than how isolated elements work; and
 - c) reduced risk of duplication in reporting to Scrutiny and added value from multiple perspectives.
4. It was agreed to use the SEND 2020 Development Plan as a context for following developments around SEND Services. A draft terms of reference was prepared and then approved by Council Overview Board in September 2016.

Ofsted and the Care Quality Commission Joint Inspection

5. Following the formation of the Task Group, Ofsted and the Care Quality Commission (CQC) carried out a Surrey area joint inspection. The full results of the inspection can be found attached as **Annex A** to this report.
6. The inspection had highlighted five key areas of weakness for the council and its partners:
 - 6.1 "The timeliness, suitability and quality of statutory assessments and plans, including when statements are transferred to education, health and care plans.
 - 6.2 The under-developed and often limited involvement of parents and carers, and the narrow range of those included, in planning, monitoring and evaluating services. The ineffective promotion of the local offer, and the incomplete statutory transition plan.

- 6.3 The inefficient management and coordination of area information, in administrative processes, to inform evaluation of services and outcomes, and to hold leaders and staff at all levels to account for rapid improvement.
 - 6.4 The relatively low identification of need at school support level, indicating inefficiencies in the early identification of special educational needs and/or disabilities.
 - 6.5 The increasing rates of absence and exclusion experienced by children and young people who have special educational needs and/or disabilities in mainstream schools.”
- 7. As a local area inspection by Ofsted and CQC, the key findings from the report apply to both the Council and the CCG as commissioners of SEND services. Both have accepted the inspectors’ findings. It is to be noted that, in addition to the areas of weakness, elements of good practice were also raised in the report. There is scope for existing good practice to be developed and shared further in the County, and rolled out across the wider service. The inspection also noted some good outcomes for children and young people with SEND in Surrey.
 - 8. As the inspection raised “significant concerns about the effectiveness of the local area”, the Council and the CCG are required to produce and submit a Written Statement of Action, explaining how the local area will tackle the significant areas of weakness (as outlined in paragraphs 6.1 to 6.5). The Written Statement of Action is due to be submitted to Ofsted and CQC by Monday 13 March 2017.

Task Group Findings & Discussions
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- 9. In light of the joint Ofsted/CQC inspection, the Task Group agreed that a priority action was to support Officers in preparations for the Written Statement of Action.
- 10. In discussion with SEND Officers it was noted that:
 - 10.1 The Council needs to improve awareness and scrutiny of impacts on children and young people with SEND.
 - 10.2 The inspection highlighted required improvements in accountability and responsibility, citing poor data management as a major hindrance to SEND Services.
 - 10.3 That the Written Statement of Action needed approval from the Director of Children’s, Schools and Families, the responsible Cabinet Member(s), Ofsted and the CQC.
 - 10.4 After the submission of the Written Statement of Action, DfE officials would review progress by the end of 2017.
- 11. The five points of weakness noted in the Ofsted/CQC inspection were, in part, already being addressed under the SEND 2020 Development Plan, and that actions in these areas will be closely aligned with this Plan.
- 12. One area where improvements were being made related to the quality of outcomes for children captured within Education, Health and Care Plans (EHCPs) which limited the effectiveness of plans. It was noted that steps were already being taken by the Service to target these issues in order to improve their effectiveness in response to the Ofsted recommendations.
- 13. The Task Group and Officers agreed that the Local Offer needed to be made clearer, better promoted and easier to access for parents. During discussions, Officers

explained that this was a clear line of work for the Service to undertake.

14. The Task Group was informed that several key actions were being undertaken to resolve issues highlighted in the Ofsted/CQC report, including:
 - a) An increase in front-line staff has realised an improvement in delivery of EHCPs in terms of speed and efficiency.
 - b) Work had been undertaken to improve the accessibility of data available to the Service from the Education Management System; Officers need to work to improve on the utilisation of this data, as there is an inconsistent approach towards data management across the county's quadrant system.
 - c) Officers are implementing the Safer Surrey practice to introduce a consistent person-centred approach across the Service which will embed strength based practice with families and children.
15. The Group stressed to Officers in their discussions that the Service would need to consider the cost implications of their response to the actions outlined in the Ofsted/CQC inspection as the actions need to be deliverable both practically and financially.

Rapid Improvement Workshop

16. Members of the Task Group were invited to attend the feedback session of a SEND Rapid Improvement Event Thursday 26 January 2017. The two day event was a collaborative workshop to co-design improvements in the EHCP process. It involved: parents of children with SEND, representatives from Family Voice, specialist SEND staff from schools and colleges, Surrey County Council Officers, Special Educational Needs Coordinators (SENCO) and Clinical Commissioning Group (CCG) staff, as a means of gaining first-hand insights into the issues highlighted in the Ofsted/CQC inspection of the planning and assessment processes within SEND services.
17. Some of the key themes highlighted at the workshop were:
 - a) Processes (IT support, local offer)
 - b) Supportive training opportunities (for staff and for parents)
 - c) Early Help and earlier support
 - d) Building on the "relational" process
 - e) Improving the transparency of programmes
18. The actions and themes were recorded by facilitating Officers at the end of the workshop, and have been reflected in the Written Statement of Action to improve the experience of families and children. It was pointed out that the service was monitoring progress on this and that they wanted strong involvement from parents and partners going forward.

What Can We Expect?

19. The Written Statement of Action will address: assessments; parents and carers; area information; early identification; exclusions and absences; as well as other related findings from the inspection. There will follow a refresh of the SEND Development Plan in order to bring the actions within the Written Statement of Action in line with other developments in the SEND Service.

20. The Written Statement of Action will aim to:
- a) set out a **person-centred approach** across the assessment and planning process for children and families, putting families back at the centre of the SEND system, and building confidence in local area leaders and services;
 - b) create and maintain a **strong performance culture** of improvement and best practice, with an injection of greater pace, scale and consistency;
 - c) further embed a practice of **collaboration with families**, making sure every contact with parents and carers counts;
 - d) grow the **capacity of schools to support each other** to meet the needs of children and families closer to home and within their local communities;
 - e) develop integrated services to provide **early identification and support** for children with SEND earlier to ensure better outcomes for them.

Next Steps for the Task Group

21. Members and Officers have identified a role for the Task Group. This will include monitoring the Service's progress against the required improvements identified in the inspection; following the delivery of the objectives set by the Service to drive improvements, and monitoring the Service's performance improvements.
22. As the SEND Service faces a lot of change throughout 2017, the original Terms of Reference for the Task Group will become out of date. A refresh of the Terms of Reference will be required to align the work of the Task Group with the various workstreams set out within the Written Statement of Action.

Conclusions:

23. The Task Group has played a part in supporting the preparation of the Written Statement of Action in response to the Ofsted/CQC joint area inspection and understands the journey that Surrey's SEND Services needs to take during 2017 and beyond.

Recommendations:

24. That the Education & Skills Board notes the progress made by the Joint SEND Task and Finish Group.
25. Democratic Services Officers prepare a new Terms of Reference for the SEND Task Group for the new Council term, and for Members to provide comment and recommendations on its planned work programme.
26. That, following the local elections in May 2017, the SEND Task Group should be reconvened with representation from each of the appropriate scrutiny boards, to continue its work with refreshed Terms of Reference.

Report contact: Mark Brett-Warburton, Chairman of the Education & Skills Board and SEND Task & Finish Group, mark.brett-warburton@surreycc.gov.uk

Annexes

Annex A – Ofsted & CQC Joint Local Area SEND Inspection in Surrey

Sources/background papers

[SEND Task and Finish Group Terms of Reference](#) (Council Overview Board, Wednesday 21 September 2016, Scrutiny Board Task Group Scoping Documents – Item 7)

[SEND 2020 Development Plan](#)

[Safer Surrey Practice Guide](#)

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24 October 2016

Mrs Julie Fisher
Deputy Chief Executive and Director of Children's Services
Surrey County Council
Penrhyn Road
Kingston upon Thames
Surrey
KT1 2DJ

Sarah Parker, Clinical Commissioning Group Chief Officer
Susie Campbell, local area nominated officer

Dear Mrs Fisher

Joint local area SEND inspection in Surrey

From 17 to 21 October 2016, Ofsted and the Care Quality Commission (CQC), conducted a joint inspection of the local area of Surrey to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors from Ofsted. The team members were an Ofsted Inspector and a children's services inspector from the CQC.

Inspectors spoke with children and young people who have special educational needs and/or disabilities, parents and carers, representatives of the local authority and National Health Service (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they were implementing the special educational needs reforms. Inspectors looked at a range of information about the performance of the local area, including the local area's self-evaluation. Inspectors also met with leaders from the local area for health, social care and education. Inspectors reviewed performance data and evidence about the local offer and joint commissioning.

As a result of the findings of this inspection, and in accordance with the Children Act 2004 (Joint Area Reviews) Regulations 2015, Her Majesty's Chief Inspector of Education, Children's Services and Skills has determined that a Written Statement of Action is required because of significant areas of weakness in the local area's practice. The Chief Inspector has also determined that the local authority and the area's clinical commissioning group (CCG) are responsible for submitting the written statement to Ofsted.

This letter outlines the findings from the inspection, including some strengths and areas for further improvement.

Main findings

- Overwhelmingly, the parents and carers of children and young people who have special educational needs and/or disabilities, and who spoke with or contacted inspectors, lack confidence in the local area's leaders and services. This is the result of parents' continuing difficulties in obtaining the timely and accurate assessment of, and planning for, their children's needs. The area is making only slow progress in dealing with a significant backlog of applications for assessment. Half of new applications for assessment are managed in a timely way.
- The strength of parental dissatisfaction with the outcomes of statutory assessment, and the weak content of education and health care plans, results in high rates of appeal to first tier tribunal. A large proportion of appeals are settled before tribunals take place, indicating an acceptance by the local area that these are likely to be successful. A high proportion of tribunals are found in favour of the parent.
- Leaders recognise the need to improve performance and rebuild relationships of trust with parents and carers. Leaders' summary evaluation correctly identifies most of the areas where significant and urgent improvement is needed. Changes in senior local authority leadership in the last year are welcomed by parents, schools, health commissioners and providers. Nevertheless, parents and school leaders are clear that insufficient improvement is evident.
- Weaknesses in the area's information management systems restrict the coordination of information, slowing assessment and planning processes. Furthermore, these weaknesses limit leaders' analysis, so that staff at all levels are insufficiently held to account for the rapid improvement which is required. In addition, parents and schools continue to experience widely varying quality of service from the county's four administrative areas.
- Families' representatives and school leaders comment positively that leaders are now 'listening'. Some parents and carers, more recently seeking support for their children's special educational needs, report a more timely response. Parents' and carers' views have been put at the heart of some recent policy decisions, for example about short breaks and transport arrangements. Nevertheless, the systematic involvement of parents and carers in planning, monitoring and evaluating services is not well established. In addition, the range of parents whose views are considered by leaders is limited.
- The joining together of the six clinical commissioning groups, under the Surrey CCG Collaborative, has established a solid foundation on which to build a commissioning partnership with the local authority. A joint commissioning strategy is in preparation for launch in December 2016, in line with the progress of other authorities nationally. The leadership of Guildford and Waverley CCG within the collaborative is strong.

- The provision of a designated medical officer and a designated clinical officer by the CCGs is a sound decision, ensuring focused leadership and advice to the whole health community as well as supporting progress in individual cases. However, the designated medical officer and designated looked-after children's doctor do not coordinate their work well. This is particularly for those looked-after children who have special educational needs and/or disabilities who are placed in schools out of the area.
- Children and young people across the county currently experience unequal health and therapeutic provision. The planned move to a single, county-wide community health provider from 2017 is a suitable response to this identified concern, but is not yet established.
- Leaders have been unsuccessful in promoting the 'local offer' of provision to all parents. Many of the parents whom inspectors met were not aware of this central facility, despite it being developed and then redesigned in partnership with parents' representatives. Furthermore, the required plan, setting out as part of the offer how statements will be transferred to education, health and care plans (EHC plans), is not complete.
- The local area identifies relatively low numbers of pupils needing school support for their special educational needs, while identifying relatively high numbers requiring statements or EHC plans. Leaders have rightly identified that this indicates weaknesses in the early identification of special educational needs.
- The increasing absence and exclusion rates for children and young people who have special educational needs and/or disabilities have not been recognised by the local area as a priority for action.
- Parents told inspectors about longstanding problems experienced with prompt access to children's and adolescents' mental health services (CAMHS). A promising new service model was introduced in April 2016, although the impact is not yet fully realised. Helpfully, this was designed in cooperation with parents and service users.
- The school-age children and young people who have special educational needs and/or disabilities, identified by the local area, achieve well compared with their peers in similar local areas.
- Provision at post-16 and post-19 is improving. The number of young people who have special educational needs and/or disabilities and who are in education, employment or training increased year-on-year from 2012 to 2014 (the latest published information) to match the national picture. The local area is successfully developing an increasing range of relevant options for these young people.
- Ensuring the safeguarding of children and young people is a stated priority of the local area. All the children and young people met by inspectors in their provision felt happy, safe and cared for well. They reported that staff and leaders deal well with concerns, including bullying. Clear relationships of trust were observed by inspectors, between adults and the children and young people in their care. School leaders feel well supported by the local area in safeguarding their pupils.

Officers demonstrated to inspectors how they ensure the safeguarding of children and young people placed in non-maintained and independent settings, sometimes outside the county.

The effectiveness of the local area in identifying children and young people who have special educational needs and/or disabilities

Strengths

- Health visitors and school nurses have good liaison and communication with general practitioners (GPs). In some cases, this is helping to share concerns and identify needs at an early stage, but the picture is not consistent across Surrey.
- Parents of children with sensory impairment report prompt and accurate identification of their children's needs.

Areas for development

- In most cases, the local area fails to meet statutory timescales for the assessment of children's and young people's special educational needs and/or disabilities and the provision of EHC plans. A significant backlog of cases remains. The efficiency of these processes is undermined by weaknesses in staff knowledge and skills, particularly in the administrative areas into which the county divides itself. Parents and schools further identify high levels of case-worker turnover as an important contributory factor. Some very recent signs of improvement are evident, particularly in the management of recent applications for assessment, although this remains inconsistent.
- Targets for developmental checks during the early years are not being met across the local area, despite year-on-year improvement. Recent changes to clinical governance and monitoring have reduced waiting times in the last year, leading to some earlier identification of children's needs and engagement with appropriate services. Nevertheless, this improvement is inconsistent across the county, and from a very low base.
- The efficiency with which children's special educational needs are identified in early years varies considerably across the county, linked to the range of expertise available, particularly in private and voluntary settings.
- Compared with similar council areas, Surrey schools identify a lower proportion of pupils requiring school support for special educational needs. However, a relatively high proportion of pupils in Surrey are identified as needing a statement of special educational needs or an EHC plan. Area leaders have identified this weakness and have begun working with schools to support earlier and more accurate identification of need. It is too soon for measurable outcomes to be seen from this work, but some parents and school staff enthusiastically described to inspectors the positive impact emerging for individual pupils.

The effectiveness of the local area in assessing and meeting the needs of children and young people who have special educational needs and/or disabilities

Strengths

- The vast majority of schools in Surrey, including special schools, were judged to be good or better in their most recent Ofsted inspection. This presents a stronger picture of school provision for pupils who have special educational needs and/or disabilities than seen nationally. Parents are generally complementary about the provision schools make, while being highly critical of the way the local area works centrally.
- School leaders value the support and challenge provided to special educational needs coordinators through the local authority network.
- The early years portage service engages well with parents and is a strength. This service supports young children well to engage with the world, and sometimes their own parents, for the first time.
- School leaders report timely intervention for individual pupils by effective local authority specialist teachers. These central staff also provide valued training and development for school staff to improve the day-to-day support received by pupils they work with as specialists.
- Effective work in schools is supporting children and young people to make a successful transition to the next stages of their education. A focused central team of transition workers now supports pupils moving into post-16 education, employment or training. This recent development followed challenging feedback from parents and carers in a survey during 2015. Since June 2016, a young people's group has been working in detail with local authority officers to improve this experience further.
- Since September, supported internships for post-16 pupils who have special educational needs and/or disabilities are being developed in partnership with colleges of further education. The programme has been adopted enthusiastically by college leaders but it is too soon for any measurable impact to be seen.
- A further recent development has seen the youth offending team working closely with local authority officers to identify and provide for all young people who have special educational needs and/or disabilities entering the criminal justice system. However, the local area does not routinely check the achievement of this vulnerable group. Inspectors found effective procedures in place for overseeing young people in custody.
- Young people have recently been involved in interviews for staff to deliver CAMHS support to under-18s. This is a positive sign of their involvement in the formation of services.
- Proactive work undertaken by specialist school nurses in Surrey schools now enables all pupils requiring a blended food diet to be supported successfully.

- Social workers in the children's disability team support their mainstream colleagues well, to ensure children's and young people's needs are recognised and met. An integrated approach to helping families access social care is being promoted through the very recent introduction of a multi-agency safeguarding hub. Schools report this to be a promising one-stop source of support for parents and carers or signposting to services.
- Adult social care leaders are taking effective action to ensure that suitable supported housing is available for young adults who have special educational needs and/or disabilities, supported well by the council's commitment to invest in appropriate accommodation.

Areas for development

- The overwhelming dissatisfaction of parents and carers in the county's arrangements for assessment and planning leads to high rates of appeal to first tier tribunal. The vast majority of appeals made by parents are against the content of the statement or EHC plan provided. A high proportion of appeals are settled with parents before tribunals are held. Of tribunals which do take place, a high proportion are found in favour of the parents' submission. This suggests that parents' concerns are valid.
- Slow progress is being made in the required transfer from statements to EHC plans. 3,182 statements out of 5,874 remain to be transferred (54%). An ambitious recovery plan is in place, but progress is slow. Transition to EHC plans at post-16 appears to be going more smoothly. However, inspectors were unable to verify exactly how well transfers are progressing, due to contradictions in the information that managers use to track this work.
- Weaknesses in the local authority's information management systems limit coordination between the county's local areas and the central administration. Furthermore, these systems do not provide a ready analysis of the progress being made in meeting statutory requirements, to hold leaders at all levels of the organisation to account. These issues are recognised by leaders, but action to rectify them lacks urgency and is only at the stage of an options paper, which is under consideration. Any decision is yet to be proposed, or indeed made.
- The proportion of Surrey pupils who have special educational needs and/or disabilities placed in non-maintained independent schools is higher than seen nationally, undermining the equitable deployment of limited resources. To redress this issue, the council has firm plans to extend specialist provision within the local area in the near future, particularly for pupils with autism. These plans are sensibly linked to a rational needs analysis and have been designed in close partnership with school leaders.
- Early years discretionary funding arrangements are welcomed by some parents and providers. Others question why statutory assessment is delayed for children whose individual needs suggest this will ultimately be required. For children who have been receiving speech therapy in the early years, the standard requirement

for fresh assessment in the first term of Reception Year generally results in an unnecessary break in this intervention. This undermines children's progress.

- Waiting times for assessment and intervention in speech and language therapy, occupational therapy and physiotherapy are highly variable across the county and in some cases unacceptably long. Parents particularly identify issues with obtaining timely occupational therapy. In addition, local authority approval for therapy adjustments agreed at case reviews, is often delayed. Recognising these issues, leaders are currently commissioning a single provider for all these services, with effect from April 2017. A decision about the choice of provider is yet to be confirmed.
- Weaknesses in CAMHS are a continuing cause of concern and frustration for parents. In line with the national programme, 'Future in Mind', the service is beginning to implement a promising new delivery model. This is intended to improve access to services, through a single point of referral, from low-level need to intensive support and crisis intervention. Some parents who have accessed the new service reported a positive experience. However, the model is not yet fully implemented. A key element in the strategy is the provision of a named mental health contact for every school. None of the school leaders inspectors spoke with were aware of this.
- It is unclear whether the timeliness of health reports is a key factor in delaying assessment for EHC plans, as this analysis has not been done by the area. Parents and schools report that the necessary health disciplines and specialists are not regularly included in planning meetings. The result is that children's plans are not consistently, fully and comprehensively informed by these disciplines.
- A single EHC plan template is firmly in place across the county, supporting consistency in planning and review. However, the quality of plans varies greatly. Where EHC planning is effective, intended outcomes and precise strategies are set out clearly. This supports speech and language therapists, occupational therapists and physiotherapists, to work effectively with parents and schools. However, in many cases seen by inspectors, plans set out very broad aims, lacking clear measures of success. Plans frequently list the number of sessions to be provided by therapists, rather than the expected outcome of the therapy. This broad approach limits the precision of provision and effective review. More broadly, the development of meaningful and measurable outcomes continues to be a key area for improvement across all services and agencies.
- Pathways for children and young people with autism are fragmented. A lack of clarity exists about referral processes, for parents and professionals, resulting in a wide variation in waiting times. Those in the Surrey Downs CCG area do not have access to the same post-diagnostic pathway (the 'BEN' pathway) as those living elsewhere in Surrey. This weakness is known to leaders and is intended to be resolved following the review of outcomes from the pathway in April 2017. Mental health pathways for young people aged 19-25 years are similarly under developed.

The effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities

Strengths

- The 'Surrey strategy for learners with learning difficulties 2011-2015' achieved its aims. The proportion of Surrey's young people who have special educational needs and/or disabilities in education, employment or training from age 16-19 and 19-25 rose steadily over the period, improving faster than the national picture. The proportion of Surrey students who have SEN who attain a level 3 qualification at the age of 19 has also risen over recent years to be above the national figure.

Areas for development

- Delays in the identification and assessment of children's and young people's special educational needs, including in the early years, compromises individuals' progress. This is also the case when the provision of therapies is delayed and when families experience difficulties accessing CAMHS.
- Published information about the achievement of Surrey pupils identified as having special educational needs and/or disabilities compares favourably with the national picture. However, weaknesses in the identification and assessment of these pupils mean this picture is incomplete and cannot be relied upon as an accurate reflection.
- In 2016, achievement in Surrey at the end of key stage 1 fell sharply compared with the national picture. This decline affected all pupils including those who have special educational needs and/or disabilities. Education officers are working with school leaders to recover these standards in 2017.
- Rates of absence for school-age pupils who have special educational needs and/or disabilities, at school support and with EHC plans, have increased recently, after previously reducing. Absences for Surrey pupils at school support were above the national average for this group in 2015 (the latest comparable figures).
- There is a lack of clarity in the local area about the role of GPs in identifying a child or young person as being unfit for school due to anxiety linked to autism. As a result, some pupils experience unnecessary unauthorised absences and have limited support for learning at home. This issue is one of considerable importance to parents.
- Fixed-term exclusion rates for pupils who have special educational needs in Surrey's mainstream schools, at school support and with statements or EHC plans, remained above national figures in 2015, with exclusions for pupils receiving school support showing a rising trend. The rate of permanent exclusion for both groups of pupils also shows a continuing increase, rising to above the latest nationally published figure for pupils with a statement or EHC plan. This troubling picture has not been thoroughly evaluated by officers or identified as an area for improvement.

The inspection raises significant concerns about the effectiveness of the local area.

The local area is required to produce and submit a Written Statement of Action to Ofsted that explains how the local area will tackle the following areas of significant weakness.

- The timeliness, suitability and quality of statutory assessments and plans, including when statements are transferred to education, health and care plans.
- The under-developed and often limited involvement of parents and carers, and the narrow range of those included, in planning, monitoring and evaluating services. The ineffective promotion of the local offer, and the incomplete statutory transition plan.
- The inefficient management and coordination of area information, in administrative processes, to inform evaluation of services and outcomes, and to hold leaders and staff at all levels to account for rapid improvement.
- The relatively low identification of need at school support level, indicating inefficiencies in the early identification of special educational needs and/or disabilities.
- The increasing rates of absence and exclusion experienced by children and young people who have special educational needs and/or disabilities in mainstream schools.

The approach to responding to findings from inspections, including the production and review of the statement, is set out in Annex A of the *Local area SEND inspection handbook*.

Yours sincerely

Siân Thornton
Her Majesty’s Inspector

Ofsted	Care Quality Commission
Chris Russell Regional Director	Ursula Gallagher Deputy Chief Inspector, Primary Medical Services (North), Children, Health and Justice.
Siân Thornton Lead Inspector	Jan Clark CQC inspector
Sheridan Dodsworth Ofsted Inspector	

CC:
Clinical commissioning group(s)
Director Public Health for the local area
Department for Education
Department of Health
NHS England



Education & Skills Board
Wednesday 8 March 2017

Surrey Education in Partnership

Purpose of the report: Policy Development

To share feedback from recent engagement with Surrey's schools community and set out next steps for the Education in Partnership programme.

Introduction

1. Surrey's Education in Partnership (EiP) programme is seeking to work with education providers and other stakeholders to:
 - i. achieve a shared understanding of the changes taking place in education and their potential impact;
 - ii. build on strengths to improve educational outcomes for children and young people;
 - iii. support school leaders to find the right solutions to local and county-wide issues; and
 - iv. co-design and make the transition to a resilient and inclusive schools-led system.
2. Between September and January, as part of the 'discovery' phase of the EiP programme, colleagues in Surrey's schools community were invited to share their thoughts on the changes taking place and on Surrey's current education system.
3. These conversations have helped to establish a shared understanding of the changing education landscape, highlighted priority themes and generated a body of knowledge that will inform work to co-design Surrey's future education system.

Engagement analysis

4. Conversations were structured around four open questions consistent with the Safer Surrey framework, with which participants were invited to identify and discuss their own priority themes:
 - i. What are you worried about?

- ii. What is working well?
 - iii. What do you need to know more about?
 - iv. What needs to happen?
5. Analysis of responses to these questions has produced an overview of Surrey's current system – including strengths, areas of concern and where more information is required – and identified key themes to develop as the programme progresses.
 6. Incorporating this information into the co-design will enable a strengths-based approach and will support the transition to a resilient schools-led system.
 7. The Education & Skills Board is invited to consider the key themes identified in the analysis, and to consider how its members could support the development of the EiP programme.
 8. To support this discussion, a presentation will be made to the Board at its meeting on 8 March 2017, providing more a more in-depth analysis of the engagement feedback and plans to take the priority workstreams forward.

Working with Local Committees

9. At its meeting on 24 November 2016, the Board recommended that the Local Committee Chairmen be invited to discuss and support the EiP programme.
10. On 31 January, the Local Committee Chairmen received an update on the programme to date, and discussed key issues relating to national policy, funding changes, budget pressures and the importance of ensuring a coordinated approach with other priority areas, such as Surrey's Early Help and SEND provision.
11. It was agreed that the Local Committees would seek to support this work going forward, and Members were keen to support engagement with schools in their constituency areas.
12. In light of the forthcoming local elections and the subsequent Member induction programme, there is an opportunity to hold a session on the changing landscape of education, and the changing role of the council and its elected Members within that.

Suggested recommendations:

13. That the Education & Skills Board:
 - i. note and comment on feedback provided by schools as part of the Education in Partnership 'discovery' engagement; and
 - ii. identify areas in which its members can support future activity the Education in Partnership programme.

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Sources/background papers: N/A

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