

Notice of Meeting

Children, Families, Lifelong Learning & Culture Select Committee

**Date & time**

Wednesday, 20
January 2021 at
10.00 am

Place

REMOTE MEETING
Streaming here:
<https://surreycc.public-i.tv/core/portal/home>

Contact

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Chief Executive

Joanna Killian

We're on Twitter:
[@SCCdemocracy](https://twitter.com/SCCdemocracy)

**Elected Members**

Amanda Boote, Mr Chris Botten (Vice-Chairman), Mrs Liz Bowes, Mr Robert Evans, Mrs Kay Hammond (Chairman), Mrs Yvonna Lay, Mr Peter Martin, Dr Andrew Povey, Mrs Lesley Steeds (Vice-Chairman), Ms Barbara Thomson, Mr Chris Townsend and Mr Richard Walsh

Independent Representatives:

Mr Simon Parr (Diocesan Representative for the Catholic Church), Mrs Tanya Quddus (Parent Governor Representative) and Mr Alex Tear (Diocesan Representative for the Anglican Church, Diocese of Guildford)

TERMS OF REFERENCE

The Committee is responsible for the following areas:

Children's Services (including safeguarding)
Early Help
Corporate Parenting
Education
Special Educational Needs and/or Disabilities
Adult Learning
Apprenticeships
Libraries, Arts and Heritage
Voluntary Sector

Please note that due to the Covid-19 pandemic, all future meetings of the Select Committee will be conducted remotely until further notice. These meetings will be streamed live on the council's website, allowing the public to observe proceedings. All meeting papers, decision sheets and minutes will continue to be published on the council's website.

AGENDA

1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

To report any apologies for absence and substitutions.

2 MINUTES OF THE PREVIOUS MEETINGS: MONDAY, 14 DECEMBER 2020

(Pages 5
- 20)

To agree the minutes of the previous meeting of the Children, Families, Lifelong Learning and Culture Select Committee 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, 14 January 2021*).
2. The deadline for public questions is seven days before the meeting (*Wednesday, 13 January 2021*)
3. The deadline for petitions was 14 days before the meeting, and no petitions have been received.

Due to the COVID-19 pandemic, all questions and petitions received will be responded to in writing and will be recorded within the minutes of the meeting.

5 EXECUTIVE DIRECTOR UPDATE (Pages 21 - 22)

Purpose of the report:

To apprise the Committee of the Executive Director's initial observations of the Directorate, following their first month in post.

6 SCHOOLS ALLIANCE FOR EXCELLENCE AND CHILDREN'S EDUCATIONAL ATTAINMENT IN SURREY (Pages 23 - 52)

Purpose of the report:

To update the Select Committee on the work of Schools Alliance for Excellence (SAfE) during its second year of delivering school-improvement services.

7 EDUCATION AND CAREERS SUPPORT FOR VULNERABLE YOUNG PEOPLE (Pages 53 - 66)

Purpose of the report:

To provide the Select Committee with information regarding the education and careers support that is available for vulnerable young people in Surrey, including the current priorities for increasing vulnerable learners' participation in education, employment and training.

8 ACTIONS AND RECOMMENDATIONS TRACKER AND FORWARD WORK PLAN (Pages 67 - 80)

Purpose of the report:

For the Select Committee to review the attached actions and recommendations tracker and forward work programme, making suggestions for additions or amendments as appropriate.

9 DATE OF THE NEXT MEETING: THURSDAY, 11 MARCH 2021

The next public meeting of the committee will be held on Thursday, 11 March 2021.

**Joanna Killian
Chief Executive**

Published: Tuesday, 12 January 2021

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MINUTES of the meeting of the **CHILDREN, FAMILIES, LIFELONG LEARNING & CULTURE SELECT COMMITTEE** held at 10.00 am on 14 December 2020 at REMOTE MEETING.

These minutes are subject to confirmation by the Committee at its meeting on Wednesday, 20 January 2021.

Elected Members:

- Amanda Boote
- * Mr Chris Botten (Vice-Chairman)
- * Mrs Liz Bowes
- * Mr Robert Evans
- * Mrs Kay Hammond (Chairman)
- Mrs Yvonna Lay
- * Mr Peter Martin
- Dr Andrew Povey
- * Mrs Lesley Steeds (Vice-Chairman)
- * Ms Barbara Thomson
- * Mr Chris Townsend
- * Mr Richard Walsh

Co-opted Members:

- Mr Simon Parr, Diocesan Representative for the Catholic Church
- * Mrs Tanya Quddus, Parent Governor Representative
- * Mr Alex Tear, Diocesan Representative for the Anglican Church, Diocese of Guildford

Substitute Members:

Councillor Clare Curran

20 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]

Apologies were received from Dr Andrew Povey, Councillor Yvonna Lay and Mr Simon Parr. Councillor Clare Curran attended as a substitute for Dr Andrew Povey.

21 MINUTES OF THE PREVIOUS MEETING: MONDAY, 21 SEPTEMBER 2020 [Item 2]

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

22 DECLARATIONS OF INTEREST [Item 3]

Councillor Peter Martin declared a personal interest in relation to Item 5. This interest did not prevent the Member from participating in the discussion.
Declaration: Grandchild is an EHCP recipient.

Councillor Clare Curran declared a personal interest during the discussion of Item 7.
Declaration: The Councillor is a non-executive Director of Surrey Choices.

23 QUESTIONS AND PETITIONS [Item 4]

None received.

24 UPDATE ON THE IMPLEMENTATION OF THE SEND TASK GROUP [Item 5]

Witnesses:

Julie Iles, Cabinet Member for All-Age Learning

Liz Mills, Director – Education, Lifelong Learning and Culture

Jane Winterbone, Assistant Director – Education

Mary Burguieres, Assistant Director – Systems and Transformation

Key points raised during the discussion:

1. The Chairman invited Cllr Chris Botten, Chairman of the former Special Educational Needs and Disabilities (SEND) Task Group, to chair the discussion.
2. The Assistant Director – Systems and Transformation thanked the SEND Task Group for its report and stated that its recommendations helped guide improvement work around the support provided for children with Special Educational Needs (SEN). The Assistant Director stated that when the Task Group was established in October 2019, the Graduated Response (GR) approach, the Schools Alliance for Excellence (SAfE), and engagement with Special Educational Needs Coordinators (SENCOs) were in their infancy; the Learner's Single Point of Access (L-SPA) and the Early Intervention Fund did not exist; contracting arrangements for independent schools were not yet robust; and the Service had only just agreed Phase 1 of its capital investment programme. Despite the COVID-19 pandemic, the Service had made progress on eight of the nine recommendations put forth by the Task Group. The ninth recommendation was to provide a progress update on actions that took place to implement each of the Task Group's recommendations, to the Select Committee.
3. The Cabinet Member for All Age Learning thanked all school leaders who worked tirelessly during the COVID-19 pandemic and lockdowns. She commented that the school relationships team and area schools officers were fantastic in dealing with schools and ensuring that Public Health colleagues were providing sufficient advice and guidance.
4. A Member noted that school attendance of SEN learners during the first national lockdown in Surrey was higher than the national average and asked how this was achieved. The Assistant Director – Systems and Transformation informed the Select Committee that 23% of children in Surrey with an Education, Health and Care Plan (EHCP) attended school during the first lockdown in Spring 2020, compared to 16% nationally. A number of things were done to achieve this: the GR Advisers ascertained which children were capable of attending school and undertook risk assessments for all learners with EHCPs or those who were considered vulnerable; the Service worked closely with

schools, particularly specialist schools, to ensure they received priority access to personal protective equipment (PPE); the Service ensured director-level oversight of children attending school; and needs were responded to in a way that ensured parents' confidence that their children were safe in school.

5. A Member asked what percentage of SEN learners were attending school currently. The Assistant Director – Systems and Transformation stated that attendance was approximately 85% because some children with SEN were required to stay at home to self-isolate. For that reason, this figure was lower than that for the proportion of children without an EHCP who were attending school.
6. A Member asked what extra challenges schools might face with providing support for children with SEND in 2021. The Assistant Director – Systems and Transformation stated that mental wellbeing issues resulting from 'Long Covid' and bereavement were expected, and the Service had undertaken significant work to provide emotional wellbeing and mental health support and frequently wrote to all parents to highlight the support available for them and their children. The Cabinet Member for All Age Learning explained that children with autism spectrum disorder (ASD) were significantly impacted by the COVID-19 pandemic due to their need for routine and certainty. There had been some placement breakdowns for ASD children during the pandemic. There was a new contract for ASD outreach support for the learning, language needs, and social, emotional wellbeing and mental health of children with ASD and the Cabinet Member was confident that the Service had adequate foresight of what it needed to provide in 2021.
7. A Member asked how the availability of Early Intervention Funding was promoted to education settings. The Assistant Director – Systems and Transformation responded that since its April 2020 launch, the fund was actively promoted to early years settings through the weekly schools' bulletin and SENCO network. The fund had been accessed by over 250 settings in a variety of ways. Promotion of the fund was to be expanded so that other professionals could understand how the fund could be used to support children. The Cabinet Member informed the Select Committee that over 620 children had benefited from the Early Intervention Fund since April 2020.
8. A Vice-Chairman asked how future demand for local-area specialist provision had been modelled and whether the SEND Capital Programme would deliver a sufficient number of additional places. The Cabinet Member for All-Age Learning stated that the demand forecast for September 2021 was based on previous transition rates of children with an EHCP plan who moved from mainstream to specialist placements at Key Stage levels. There were plans to create 485 places in the council's own provision, both in special schools and special resource units, to prevent a reliance on placements in the non-maintained and independent sector. The Service was also consulting on the bandings across special schools to ensure the practice of care was consistent and well known. The Service also contracted a specific

forecasting provider which undertook more rigorous demand modelling than was possible in previous years. The Assistant Director – Systems and Transformations stated that undertaking the Schedule 2 agreements for 1,143 children in independent schools concluded that their needs could be met in maintained specialist schools. Thus, the council was confident that it could commission and invest in its own maintained specialist provision to expand its capacity and reduce reliance on the independent sector.

9. The Vice-Chairman asked how work undertaken with London Southbank University had improved understandings of service demand. The Assistant Director – Systems and Transformation stated that the joint work had improved the understanding of autism and enabled the council to ensure that its maintained provision was meeting the needs of ASD children in Surrey. The Cabinet Member informed the Select Committee that the work with Southbank University was also informing the All-Age Autism Strategy.
10. A Vice-Chairman noted that the council was consulting on changes to the way in which SEND support was funded and asked why the Select Committee was not invited to participate in or contribute to the framing of this consultation. The Cabinet Member stated that the consultation was regarding a small element of special needs funding. The total amount of net funding in the Dedicated Schools Grant was just under £500m: the schools directly received £271m; central services retained approximately £6m; early years received approximately £75m; and there was £144m funding within the High Needs Block. The funding in respect of which the council was consulting with the Schools Forum related to additional discretionary funding received by schools, which comprised less than 1% of overall funding. This discretionary element was currently used along with independent personal support budgets (the second element of the consultation with the Schools Forum). It was proposed that this funding be used by clusters of schools to support children with EHCPs. It was to give clusters flexibility in respect of the support they provided, for example by enabling them to employ speech and language therapists. The current formula had received agreement from the Schools Forum and responding to the consultation on the proposed changes was described as business as usual for the Schools Forum. The consultation was published online, and the council was asking headteachers and governing bodies to examine it prior to discussion at the Schools Forum in January 2021. Any decisions would be made after that with input from the Schools Forum. A paper went to Cabinet on the 24 November 2020 and the Select Committee had the ability to call-in decisions within its remit.
11. The Vice-Chairman requested that the Children, Families, Lifelong Learning and Culture Directorate apprise the Select Committee of all consultations prior to their occurrence.
12. A Member requested that a progress update be reported to the Select Committee within 6 to 12 months.

Recommendations:

- I. The Select Committee notes the significant work underway to implement the SEND transformation programme and the recommendations of the SEND Task Group; and the Cabinet Member for All-Age Learning report with a progress update to the Select Committee in September 2021.
- II. That the Director – Education, Learning and Culture share the re-designed outreach offer, once it is complete, with the Children, Families, Lifelong Learning and Culture Select Committee.
- III. That the Children, Families, Lifelong Learning and Culture Directorate apprise the Children, Families, Lifelong Learning and Culture Select Committee of all consultations as soon as practicable.

25 CABINET RESPONSE TO THE REPORT OF THE NO WRONG DOOR TASK GROUP [Item 6]

Witnesses:

Mary Lewis, Cabinet Member for Children, Young People and Families

Tina Benjamin, Director – Corporate Parenting

Key points raised during the discussion:

1. The Chairman invited Councillor Lesley Steeds, Chairman of the former No Wrong Door (NWD) Task Group, to introduce the Report. The Chairman of the Task Group was pleased to report that the Cabinet Member for Children, Young People and Families had accepted six of the Task Group recommendations outright and accepted the essence of the remaining three. The Chairman of the Task Group supported the Cabinet Member's decision to maintain the name No Wrong Door for the Service. The Chairman of the Task Group was assured by the Cabinet Member's representation that the accreditation of Surrey's NWD by North Yorkshire County Council would not prevent further development of the service to meet local need. The Chairman of the Task Group recommended that the Select Committee agree that the assurances provided satisfactorily addressed the concerns underlying recommendations 1, 2 and 8.
2. A Member asked for an update on the progress of the NWD project. The Director – Corporate Parenting informed the Select Committee that the Service was scheduling key training which was crucial for the rollout of the NWD and ensuring that staff understood the model and engaged with partners. An operational group of staff members was established, and roles and job descriptions were being developed. The Service was also considering what the NWD would look like for foster carers who wanted to work within the model, identifying the eligibility and pathways for young people, and exploring the future working relationship with colleagues in social care and other agencies. The

NWD was on course to commence in shadow form in late January/February 2021.

3. A Member asked if there were any risks of implementing the NWD Service. The Cabinet Member stated that failing to introduce a new service for teenagers at risk of becoming looked after was the greatest risk and thanked the Task Group for its work and supporting the introduction of the NWD policy.
4. A Member asked whether the locations for future NWD hubs were confirmed and for the reasons behind any decisions made. The Director informed the Select Committee that the first confirmed location was Walton-on-Thames, in Northeast Surrey. This site fulfilled much of the criteria for children's development and hub work. The Service had looked at where in Surrey most teenagers entered into care to help decide in which quadrant the hubs were best located. The Director hoped that the hubs would be spread across the county as much as possible and commented that, ideally, the second hub would be in the southeast of the county, but this was not yet confirmed. The service was deliverable without dedicated NWD hubs, by using the council's existing residential estate.
5. The Chairman noted that Cabinet agreed a refreshed Organisational Strategy on 29 September 2020 and asked how the NWD supported the council's new priorities. The Cabinet Member explained that outcomes for teenagers who entered care were generally poor thus the NWD supported the priority that nobody is left behind, by reducing care episodes and improving outcomes for service users. Children from ethnic minority backgrounds were more likely to be referred to children's social care but would be supported differently and more effectively with the NWD approach, thus supporting the council's priority to tackle inequality. The NWD model also prevented young people from being placed out of county, and resilient and connected communities were built when communities supported their young people.
6. A Member asked if, hypothetically, North Yorkshire County Council did not hold the intellectual property rights in respect of the name 'No Wrong Door' and the model's ten distinguishing features, but had still offered to accredit the council's No Wrong Door service, the council would have still opted for accreditation and, if so, why. The Director stated that the council would have still wanted to work with North Yorkshire County Council if there was no accreditation, as learning from a well-established system is helpful when introducing a new policy. The Director added that the name 'No Wrong Door' was widely understood by social workers but would not necessarily be known to service users – the hubs could be given any name, and young people would be consulted in this respect.
7. The Cabinet Member for Children stated that the number of families living in poverty in Surrey was projected to increase over the following years due to COVID-19 and suggested that the Select Committee look at how families were being supported through economic pressures at a future meeting.

Recommendations:

- I. The assurances provided by the Cabinet Member for Children, Young People and Families in respect of recommendations 1, 2 and 8 of the Report of the No Wrong Door Task Group satisfactorily address the concerns underlying those recommendations.
- II. The Children, Families, Lifelong Learning and Culture Select Committee endorses the decisions of the Cabinet Member for Children, Young People and Families to proceed with the accreditation of Surrey County Council's No Wrong Door service by North Yorkshire County Council and to maintain the name 'No Wrong Door' for the service.

26 SCRUTINY OF 2021/22 DRAFT BUDGET AND MEDIUM-TERM FINANCIAL STRATEGY TO 2025/26 [Item 7]

Witnesses:

Julie Iles, Cabinet Member for All-Age Learning
Mary Lewis, Cabinet Member for Children, Young People and Families

Liz Mills, Director – Education, Lifelong Learning and Culture
Jacquie Burke, Director – Family Resilience and Safeguarding
Rachel Wigley, Director – Financial Insights
Mark Hak-Sanders, Strategic Finance Business Partner – Corporate Finance

Key points raised during the discussion:

1. The Strategic Finance Business Partner gave an overview of the corporate budgetary position and strategy, focussing on the 2021/22 budget gap and a view of the funding position from 2021/22 to 2025/26.
2. The core planning assumptions that informed the draft Budget were established using the PESTLE Framework for considering political, economic, social, technological, legal, environmental and climate factors. Future demand, inflation and funding were also considered. Thus, the draft Budget and Medium-Term Financial Strategy were based on an assessment of the likely operating environment for the county council in 2021/22 and over the medium term. The draft Budget was developed in an integrated way across the organisation and was linked with the council's four new priority objectives and the community vision 2030. The immediate priority for 2021 was to stabilise the council's finances following the COVID-19 crisis.
3. The Strategic Finance Business Partner stated that the draft Budget contained an £18.3m funding gap for 2021/22. The main areas of the funding gap were £5m in Adult Social Care, £5.9m in Children, Families, Lifelong Learning and Culture, and £5.9m in Environment, Transport and Infrastructure. Funding estimates were to be iterated

with the further clarity that was expected before Christmas in the local government finance settlement following a government spending review in November 2020; there was relative confidence that the £18.3m gap would be closed without further directorate efficiencies. Fulfilling the council's statutory duty of setting a balanced budget for each financial year was to be achieved by refining core planning and funding assumptions, reviewing directorate gaps, and finalising efficiency and transformation proposals. The 2021/22-2025/26 capital programme also needed to be finalised. A final budget was to be presented to Cabinet in January 2021, following the conclusion of a public consultation in December 2020 and equality impact assessments for proposed efficiencies, and approved by Council in February 2021.

4. The medium-term estimates assumed that the Government Fair Funding Review would reduce the council's funding – estimates suggested that the funding gap would rise to £170.1m over the 5-year period to 2025/26.
5. The Director – Financial Insights gave an overview of the Children, Families, Lifelong Learning and Culture Draft Budget. There were seven strategic priorities for 2020/21, alongside ongoing business-as-usual responsibilities within the Directorate. The Directorate budget, excluding the Dedicated Schools Grant, was £251m, the largest part of that being allocated to Corporate Parenting, followed by Education, Lifelong Learning and Culture.
6. The Medium-Term Financial Strategy for 2021-26 (MTFS) was focused on the key areas of transformation and financial pressures within the Directorate. The Ofsted rating of children's services continued to be a priority, but there were other financial issues such as expenditure on placements, including Special Educational Needs and Disabilities, and changes within integrated commissioning to deliver and develop the Integrated Care System.
7. Pressures for 2021-22 were £61.6m and efficiencies proposed amounted to £55.7m. Reductions that still needed to be found over the 2021-26 MTFS period totalled £22.6m and this figure assumed that there would be a spike in Looked After Children referrals caused by COVID-19, which were then expected to reduce from 2022/23.
8. The High Needs Block was a key area of financial risk for the Directorate. For 20/21, there was a grant of £160m, an approved overspend of £24m. This was the budgeted contribution to an offsetting reserve, equivalent to the cumulative deficit to provide resilience in the balance sheet, and an unapproved overspend of £8m. The Directorate's Capital Programme totalled £3m over five years, for schemes directly delivered by the Service. There were also Directorate schemes of £270.4m over five years included in the Property Capital Budget.
9. The Chairman asked what the key risks and financial challenges faced by the Directorate were in the short and medium terms. The Director – Education, Lifelong Learning and Culture explained that the main risks were caused by rising demand and the cost of meeting that

demand, particularly unit cost. Across the system there were discernible impacts of COVID-19 - such as increased levels of anxiety in children and changes in young people's needs - all of which impacted unit cost. The best approach to meet challenges was to strengthen the systems already in place: family resilience; the Learner's Single Point of Access; the SEN strategy; the work on reducing absence and exclusions; and the community family resilience network.

10. A Member questioned how the Directorate could continue to find efficiencies in the same areas over consecutive years. The Cabinet Member for All-Age Learning stated that 90% of Local Authorities were in a comparable position to Surrey with regard to overspends and required efficiencies. The Director – Education, Lifelong Learning and Culture explained that the Directorate was building on the strategies introduced in recent years, e.g. family resilience and the Graduated Response. The Director – Family Resilience and Safeguarding emphasised that the efficiencies to keep within the budget envelope were in line with what the service believed was best for children and what was set out in the initial strategic vision, i.e. children should be helped at the lowest level of need and those who became looked after should be cared for within the county. The Service was attempting to increase the proportion of permanent staff to improve the experience of looked-after children and contribute to efficiency savings. The Director – Corporate Parenting stated that securing more foster carers was also key to providing service efficiencies. Recruitment had slowed during the pandemic, however there was an aim to return to pre-COVID-19 levels, and this would reduce costs and improve the situation for young people. The Cabinet Member added that there were restrictions on how the Dedicated Schools Grant could be used, however the council was continuing to lobby the Government for increased SEN funding. The average unit cost in the non-maintained and independent sector was £52k per placement and did not necessarily generate better outcomes for young people. The Service was seeking to increase the capacity of its own specialist settings, which had placement costs of, on average, £16k - £23k, and were therefore more financially efficient. The Cabinet Member emphasised that, as a demand-led service, the Service needed to reduce unit cost whilst guaranteeing outcomes.
11. A Member asked how confident the Directorate felt that the planned savings were achievable, given the repeat need for savings in the same areas of pressure and overspends of the High Needs Block, transport, and family resilience. The Director – Education, Lifelong Learning and Culture stated that a detailed planning stage for the delivery of each of those savings was underway, and each saving was to have a robust plan sitting underneath it.
12. A Member was concerned about the high value of planned efficiencies in the High Needs Block. The Director – Education, Lifelong Learning and Culture stated that the Directorate was reliant upon a systemic response to ensure savings were achieved. The RAG (red, amber or green) ratings reflected the complexity of the task, however it was anticipated that the ratings would start to improve. A group formed from the school community was working with the Service around

inclusion and was aiming to ensure that in September 2021 every child could have their need met within a mainstream or maintained school environment. The Director assured Members that there were large-scale delivery plans sitting behind planned efficiencies.

13. Members asked how confident officers were that the Directorate would find the efficiencies required of it and whether earlier expressions of confidence that the council would close the remaining £18.3m funding gap assumed that the further £5.9m of efficiencies would be achieved by the Directorate or if the gap could otherwise be closed. The Director – Financial Insights stated that there was a government spending review at the end of November 2020 that provided a high-level provisional overview of likely local government funding. The Director, however, expressed confidence that sufficient funding to close the gap would be provided and thus directorates would not have to find further efficiencies for 2021/22.

Barbara Thomson left the meeting at 11:38.

14. A Member asked what “additional management action” meant and for officers to provide an example of this. The Director – Education, Lifelong Learning and Culture, explained that wider ongoing work was focusing on meeting needs earlier and reducing the need for statutory plans; a fall in requests for statutory plans over the previous 9-12 months indicated that management actions were effective in resolving issues. Further examples were emotional literacy support systems that were being put into schools and the expansion of pathways to employment for post-16 students (the Service was anticipating a 100% increase in the number of placements in those schemes by September 2021).
15. A Member asked how the UK’s future relationship with the European Union (EU) was expected to impact the draft Budget and MTFS. The Strategic Finance Business Partner stated that the impact of leaving the EU was one of the legislative and economic factors that was considered in core planning assumptions. Clarity on the future relationship would be a guiding impact and thus this may need to be revisited. The Director – Family Resilience and Safeguarding stated that staffing was the biggest concern for children’s social care. The Service had engaged with the existing workforce earlier in the year to ensure that staff from the EU had the correct paperwork in place to continue working for the service. In terms of children’s homes and receiving supplies, there was contingency planning in place. Work was underway to ensure that families had the right paperwork in place going forward.
16. Councillor Clare Curran declared a non-pecuniary interest as non-executive director of Surrey Choices.

Recommendations:

- I. That, subsequent to this meeting, the Children, Families, Lifelong Learning and Culture Select Committee will agree wording for inclusion in the report regarding the draft Budget and Medium-Term Financial Strategy which is to be prepared jointly by the council's four select committees.

Meeting suspended at 11:55

Meeting recommenced at 12:00

27 CHILDREN'S IMPROVEMENT UPDATE [Item 8]

Witnesses:

Mary Lewis, Cabinet Member for Children, Young People and Families

Jacquie Burke, Director – Family Resilience and Safeguarding

Tina Benjamin, Director – Corporate Parenting

Mark Mapstone, Assistant Director – Performance, Intelligence and System

Key points raised during the discussion:

1. The Chairman thanked officers, social workers, the management team and Cabinet Members for their hard work during the COVID-19 pandemic and praised them for continuing to launch the initiatives within the Family Resilience improvement programme.
2. The Director – Family Resilience and Safeguarding introduced the report and provided the Select Committee with a summary of the improvement work that was taking place in Surrey's children's services and the impact that COVID-19 was having on the improvement programme and the delivery of frontline services. Overall, the service performance data showed that the Service was coping well during the pandemic, responding effectively to increased demand, ensuring that children and families were provided with the support they needed during that period, and continuing to deliver its improvement programme. The area of greatest concern was children with disabilities and the Service was endeavouring to continue progressing in this area to fulfil its aim of providing a consistently high-quality service for all children.
3. The Vice-Chairman asked whether Children's Services were adequately resourced to meet the increased demand and whether there were any risks of which the Select Committee should be aware. The Director – Family Resilience and Safeguarding stated that sophisticated modelling of capacity examined cases coming through the children's services front door and the subsequent trickle down into the rest of the system and informed the Service how best to meet that demand. The Director emphasised that it was not desirable to continue

to provide the current level of statutory support for families because issues were best resolved when identified and addressed early. The Helping Families Early Strategy aimed to bring families out of statutory services in a supported manner to help them capitalise on changes made. Resourcing and staffing continued to be one of the Service's greatest challenges and was the motivation behind a bespoke recruitment workstream. The results of the new recruitment and retention package would hopefully be seen in January/February 2021. The Cabinet Member stated that her greatest concern was the pressure that increased caseloads placed on staff. Members were actively engaging with Surrey Members of Parliament to lobby the Government to take action to make social work a more attractive career option.

4. The Vice-Chairman noted the increased caseloads to which social work staff were subject and asked what wellbeing support was available to staff and how this was provided and funded. The Director - Family Resilience and Safeguarding informed the Select Committee that there was a significant wellbeing offer which was accompanied by mindfulness training and coaching, team trips to Surrey Outdoor Learning, corporate coaching teams, and bereavement and domestic abuse support. Service leaders were vocal about staff wellbeing and internal communications emphasised the support available and the importance of staff taking time for themselves away from work.
5. A Member stated that there was a high number of agency workers in Surrey and asked whether neighbouring counties experienced the same ongoing issue with the recruitment of social workers. The Director – Family Resilience and Safeguarding assured the Select Committee that the recruitment of social workers was a top priority for the Service. Benchmarking with other Local Authorities showed that there was a discernible correlation between turnover and agency rates and inadequate authorities and achieving a more stable staff group was a big focus of the Service's transformation programme. The Service was grateful to Members for approving an enhanced salary offer for the recruitment and retention of social workers. There was a programme within the transformation programme that looked at workforce and employer experiences, staff focus groups, career pathways etc. The Service had published its refreshed recruitment offer, which could be found on the council's website.
6. A Member asked whether the appointment of 40 newly qualified social workers (NQSWs) was sufficient to satisfy the Service's social work requirement. The Director – Family Resilience and Safeguarding stated that in their first year of practice, NQSWs were permitted to work with significantly less children than experienced social workers thus teams needed to have a balance between the former and the

latter. Due to COVID-19, it was also taking longer to bring NQSWs up to speed and thus the Service was measured in its employment of 40, 10 for each Quadrant. The Director stated that the real issue was the duration for which social workers remained in frontline practice and the ways in which the Service could create conditions that encouraged social workers to stay in post for longer than the average 5-7-years. The Executive Director emphasised that it was vital that the council offered excellent working environments and good career progression so that social workers were inspired to enjoy longer careers.

7. A Member noted that Essex County Council (ECC) and Surrey County Council (SCC) were improvement partners and asked whether the two Local Authorities used the same practice models for their children's services. The Director – Family Resilience and Safeguarding explained that the Department for Education gave SCC the opportunity to work with ECC as a partner in practice following the passing of Dave Hill, to support the service during the recruitment period for the new Executive Director of Children's Services. The Director stated that this had been an effective relationship and it was very helpful to see ECC's performance-management practice. A discussion needed to take place about what the relationship between the two Local Authorities would look like going forward.
8. A Member queried why re-referrals to children's social care were increasing and asked whether the upward trend indicated anything regarding the quality of frontline practice. The Director – Family Resilience and Safeguarding stated that often those families supported by the service tended to be the least resilient thus some level of re-referral was always expected. During the COVID-19 pandemic, families were unable to access their own support networks of families and friends, thus there were some pandemic-related referrals. The Service was increasing the use of family network meetings and the assessment service to ensure social workers were inviting people into the family network to help support the family.
9. A Member noted that much of the inadequate practice pertained to older children and adolescents (youth offending, missing young people, young people at risk of being referred to children's social care) and asked whether this cohort was a specific priority area for improvement. The Director – Family Resilience and Safeguarding confirmed that work with adolescents was a priority area for the Service and the Surrey Safeguarding Children Partnership and was supported by a targeted inhouse youth support team and a safeguarding adolescents team. The Surrey Youth Offending Service was rated inadequate in 2019 and thenceforth a significant amount of work was undertaken to improve the Service, culminating in increased confidence in the skills of the practitioners and the outcomes for

adolescents. The Service was committed to improving the outcomes for adolescents and the Youth Justice Board had expressed a high degree of confidence that the Service was making the necessary improvements.

10. The Chairman noted that the Youth Offending Service review highlighted that 43% of children were receiving an inadequate service and suggested that the Directorate report on the improvement of the Youth Offending Service to the Select Committee at its July 2021 meeting. The Director – Family Resilience and Safeguarding stated the report found an overall positive trajectory of improvements made since the Her Majesty’s Inspectorate of Prisons inspection in 2019, however, the rate of improvements was variable. The Director informed Members that some of the children who were audited were from the cohort of children who were previously audited as part of the inadequate inspection. In terms of quality assurance, the Targeted Youth Support service, where the majority of the youth offending work happens, had not been included in the audit cycle. They were now included and all of their performance data was on Tableau. The Director agreed that the Directorate should report the improvements made in the Youth Offending Service to the Select Committee.

11. A Member asked whether officers expected frontline social work practice to be of satisfactory standard by the time Ofsted next visited or inspected the council’s children’s services. The Director – Family Resilience and Safeguarding stated that the last Ofsted inspection (2018) showed that staff in the system did not know what good practice looked like, because the majority of audits were moderated down. There was now a tolerance rate of 10% moderation. In November 2020, moderation was just under 10%, showing that the managers had an improved understanding of what good practice looked like. There was significant improvement in the system and practitioners were working hard to meet their commitment of providing families with timely responses. Now, the Service was targeting its efforts on pockets of inadequacy. The monthly case audit for November highlighted 12 ‘inadequate’ cases out of 70. Of those 12, 8 were in the children with disabilities service. Recognising this, the Service had made a commitment to reviewing 402 cases of children with disabilities; since August 2020, the Service had reviewed 227. The Service was working with leaders and had undertaken a rigorous self-assessment, looking back to 2018 and at what was needed to get to ‘good’, resulting in a detailed 12-month plan. The Cabinet Member added that the former Commissioner for Surrey’s Children’s Services had declared that the Service had made significant and sustainable progress at the level of required improvement. The audits showed the vast majority of practice was deemed to be ‘good’ or ‘requires

improvement' (7% of cases audited in September 2020 were 'inadequate').

12. The Director – Corporate Parenting informed Members that Ofsted paused its inspection regime in March 2020. Feedback from the council's four monitoring visits that took place between 2018 and January 2020 was positive about the work being done and reassured the Service that improvements were being made. The Director – Family Resilience and Safeguarding informed the Select Committee that Ofsted considered the Service's Quality Assurance Team and performance monitoring to be exemplary.
13. The Chairman referred to areas needing improvement in front line practice and asked how the Service was improving communication. The Director – Family Resilience and Safeguarding agreed that effective communication was critical to achieving very good practice and the importance of good relationships and communications was emphasised within the improvement work planned for the following six months.
14. A Member noted that their local youth centre had been used to deliver alternate provision during the national lockdown of November 2020 and asked why some education, training and childcare was permitted in youth centre buildings during the national lockdown. The Director – Family Resilience and Safeguarding stated that the normal universal youth service was not able to run during the lockdown period hence the buildings were offered to other frontline services. The Service worked with the Local Resilience Forum (LRF) to establish priority services and conversations needed to take place to discuss how these centres were to be used going forward. The Director agreed to provide a written response to Members regarding the delivery of additional learning provision from youth centres and related costs.

Recommendations:

- I. That the Children, Families, Lifelong Learning and Culture Directorate provide a further update on the Children's Improvement Programme to the Children, Families, Lifelong Learning and Culture Select Committee in July 2021; and that update include the findings of any Ofsted monitoring and future thematic audits, with audit findings broken down by quadrant.
- II. That the Children, Families, Lifelong Learning and Culture Directorate report on the Youth Offending Service to the Children, Families, Lifelong Learning and Culture Select Committee in July 2021.

Actions:

- i. The Director – Family Resilience and Safeguarding to provide the Select Committee with a written response detailing the use of youth centres during the national lockdown in November 2020 and the associated costs.

28 RECOMMENDATIONS TRACKER AND FORWARD WORK PROGRAMME [Item 9]

Key points raised during the discussion:

1. The Cabinet Member for Children, Young People and Families suggested that the Select Committee scrutinise the progress of work being undertaken with disadvantaged children.

29 DATE OF THE NEXT MEETING: WEDNESDAY, 20 JANUARY 2021 [Item 10]

The Committee noted its next meeting would be held on 20 January 2021.

Meeting ended at: 12:57pm_____Chairman

CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE
SELECT COMMITTEE MEETING



WEDNESDAY, 20 JANUARY 2021

EXECUTIVE DIRECTOR UPDATE

Purpose of report: to apprise the Committee of the Executive Director's initial observations of the Directorate, following their first month in post.

Introduction:

1. Rachael Wardell joined the Council as its new Executive Director – Children, Families, Lifelong Learning and Culture on 7 December 2020.
2. The Executive Director is to provide the Committee with her initial reflections following her first month in post.

Report contact

Benjamin Awkal, Scrutiny Officer

Contact details

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CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE
SELECT COMMITTEE MEETING



Wednesday, 20 January 2021

SCHOOLS ALLIANCE FOR EXCELLENCE AND CHILDREN'S EDUCATIONAL ATTAINMENT IN SURREY

Purpose of the report:

To update the Select Committee on the work of Schools Alliance for Excellence (SAfE) during its second year of delivering school-improvement services. In particular to:

- enable the Select Committee to review available data on the educational attainment of children in Surrey's schools
- consider the impact of work undertaken by SAfE to identify and support vulnerable schools
- provide an update on the impact of SAfE's work to close the gap between the outcomes of pupils with SEND and of disadvantaged pupils when compared to their peers

Introduction

1. SAfE is a not-for-profit school improvement company incorporated in September 2019. It is an alliance of Surrey schools and other partners, including the local authority, delivering a high quality, cohesive, coordinated school-led improvement system to serve all children and schools in the Surrey and wider area from nursery to post-16. SAfE was built upon a strong legacy of partnership working between schools bringing coherence to the education system and to ensure that all schools have access to the support that they need.
2. Surrey County Council discharges its statutory duties in relation to school effectiveness and schools causing concern through the company, as agreed by Cabinet on 16 July 2019.

3. Select Committee was provided with an update on the work of SAfE on 28 July 2020. As requested by the Select Committee this report provides a further update focusing particularly on the work of SAfE during the continuing pandemic and the work of SAfE in improving outcomes for vulnerable pupils and in vulnerable schools. It also provides an update on the available data on the educational attainment of Surrey pupils.

Update on SAfE's work since July 2020

4. SAfE's strategy is based on four inter-linking priorities that are also aligned with the council's expectations:
 - School Improvement
 - Professional learning
 - Vulnerable Groups
 - Engagement and Partnerships

For 2020/21 these were amended to take into consideration the COVID pandemic – details can be found in Annex 1.

5. Since September SAfE has continued to deliver the contract with Surrey to deliver its statutory School Improvement function in addition to playing a key role in supporting schools and leaders throughout the COVID-19 crisis. SAfE has:
 - 5.1. continued to develop and amend the School Improvement strategy in light of both the challenges placed on schools due to the COVID crisis, the lack of statutory data and Ofsted inspections and the development of a school-led system.
 - 5.2. developed and introduced a cohesive evidence-based strategy to improve outcomes for disadvantaged pupils. Further details can be found later in this paper (see paragraph 31).
 - 5.3. developed and grown a strategy to support inclusion through delivering professional development and training to build the skills of teachers and leaders working in mainstream schools.
 - 5.4. run a comprehensive programme of over 60 professional learning opportunities focused on six key areas. Attendance and feedback has been very strong with less than 6% of schools and academies not attending any event. Further detail can be found in Annex1.
 - 5.5. collaborated with all schools and academies to ensure continuation of our 'for schools, by schools' approach.
 - 5.6. worked in close partnership with the Directorate of Education, Lifelong Learning and Culture and Phase Councils and led on two of the four strands

of the Surrey Schools and Settings COVID-19 Recovery Plan: Organisation and People and Learning and Narrowing the Gap.

6. In addition, in collaboration with Phase Councils we are running our first Leadership Summit – Leadership for Now, Leadership for the Future on 10th February 2021.
7. Formal termly contract management meetings are in place as are informal monthly meetings between the Director of School Improvement and the Service Lead for Education. Revised key performance indicators are in place given the lack of performance data, routine Ofsted inspections and COVID-19.

KS4 and KS5 outcomes 2020

8. Due to the COVID-19 pandemic, the summer exam series was cancelled in 2020. Pupils scheduled to sit GCSE and A/AS level exams in 2020 were awarded either a centre assessment grade (based on what the school or college believed the student would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.
9. At KS 4 regional and sub-regional level attainment data has been produced based on awarded grades. Performance tables for individual schools will not be published in 2020. Progress measures are not being published in 2020.
10. Nationally each of the pupil level attainment statistics have increased - more than would be expected in a typical year - between the 2018/19 and 2019/20 academic years. This reflects the change to the way GCSE grades were awarded rather than improvements in pupil performance. **As a result the 2019/20 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in student performance.**

Key Stage 4

11. When compared to England and the South-East, Surrey continues to perform better at both headline measures of Attainment 8 and the percentage of pupils achieving a grade 4+ or 5+ in both English and Mathematics.
12. Surrey pupils achieved an Attainment 8 score of 53.6, higher than the DFE National figure of (50.2) and Statistical Neighbours (51.1).
13. Surrey has a higher than National and Statistical Neighbours proportion of students entered for all elements of the EBacc this year, 44.9% compared with 39.8% and 40.9%. The EBacc average point score per pupil in Surrey was 4.76, higher than National (4.38) and Statistical Neighbours (4.52).

14. The gap between disadvantaged pupils in Surrey and non-disadvantaged pupils nationally is greater than their disadvantaged pupils nationally and continues to be a concern – see paragraph 31 for further details and Annex 5. However, overall attainment for pupils with SEN (SEN support or Education Health Care Plans) is either in line with national or above.

Key Stage 5

15. The Average Point Score (APS) for Surrey pupils entered for a least one A Level entry and Applied General is higher than National but showing lower than National for APS Tech Level.

16. Further details on Key Stage 4 and 5 outcomes can be found in Annex 2.

17. The exam series for 2021 will take place albeit with some amendments. Significant work is being put in place to ameliorate learning gaps and support those pupils where there are significant gaps. Additional funding from the Local Authority is supporting this. See Annex 3.

School Improvement and support for vulnerable schools

18. In light of the absence of statutory data as a result of COVID, for the 2020/21 academic year the School Improvement Strategy has been amended to adopt a more risk-based approach. This incorporates the challenges that have become more prominent in the current circumstances schools are working under. See annex 4 – Risk Assessment Process - for further details.

19. Currently there are 38 Support and Challenge Schools (S&C schools). All S&C schools have been allocated a SAfE adviser and an attached S&C partner (NLE or other system leader). All S&C schools have a robust action plan. A process is in place to broker required intervention and support, where necessary (although funding is not available for this through the School Improvement contract).

20. Of the 34 primary schools, 6 have been identified as concerning in terms of their lack of progress against targets. Each of these schools will receive full teaching and learning, governance and EYFS reviews in the Spring Term to establish a baseline of progress which incorporates the impact of the COVID situation. If it is felt at this point that the leadership and governance in the school is not sufficient to achieve the required improvement, SAfE will liaise with the LA to determine the implementation of statutory intervention powers.

21. All special schools and Alternative Provisions will have a one day risk assessment visit by a specialist National Leader of Education (NLE) consultant this academic year. All attached special units are being reviewed by a specialist consultant.

Key overarching issues in schools identified from the recent risk assessment process:

22. **Safeguarding:** a number of schools have had significant safeguarding issues in the last 12 months – either a single safeguarding issue or where the general standard of safeguarding compliance highlights inadequacies in leadership and governance. In both cases this will impact negatively on a school's Ofsted judgement. In some schools these issues have not been picked up swiftly enough. Where issues are identified SAfE escalates the concerns for safeguarding to the LA, as the LA retains the duty to ensure satisfactory safeguarding in all schools.
23. **Mitigation:** Revised safeguarding audit arrangements are enabling the local authority to identify weaknesses in safeguarding arrangements in a more robust and timely way. The Education Safeguarding Team in the local authority (LA) will be undertaking dip sampling of the safeguarding audit returns and the team also work closely with the Local Authority Designated Officer (LADO) and the Service Lead for Education to ensure that training for Designated Safeguarding Leads (DSLs) and Governors reflects current and emerging issues.
22. **Small schools:** it is increasingly clear that a growing number of small schools are reaching the Support and Challenge threshold, or are vulnerable to it, on account of their lack of financial viability and staffing sustainability. The financial demands arising from the period of COVID with regards to staff cover costs, have in many cases compounded already stretched budgets.
23. **Mitigation:** The LA is working with individual schools on recovery plans but more importantly will be leading on a strategic piece of work with small schools to consider different ways to secure sustainability. Some schools also need to plan for future changes in the light of reducing pupil numbers in the locality. This will be picked up in the sustainability work.
24. **Budgetary constraints:** concerns over viability and funding due to place planning pressures; teachers' pay increases and the impact of COVID on income and expenditure are being highlighted.
25. **Mitigation:** for schools within the local authority this situation is being monitored carefully through budget monitoring and action taken identify concerns early and work with schools to develop budget management plans. The issues affecting schools continue to be highlighted to the Department for Education in respect of COVID 19 impacts.
26. **Governance:** a number of challenges have been identified particularly during the COVID period including lack of effective monitoring, confusion over roles and responsibilities, effective communication, and safeguarding. As previously

discussed at Select Committee, schools 'experience is that providing effective support and challenge is made more difficult by the division of roles between the LA, SAfE, Cognus, SGA and Strictly Education.

27. **Mitigation:** SAfE has increased the amount of governance support available for schools that are designated as Support and Challenge. The LA has drafted a scoping document for a review of Governance and will be taking this piece of work forward in the Spring term.
28. **SEND and Inclusion:** in a number of schools there is additional pressure and challenge due to the placement and resourcing of individual children and young people with SEND either with EHCP plans or awaiting assessment.
29. **Mitigation:** The improvement to the timeliness of EHCP plans being completed will enable the right provision and support to be identified and delivered more quickly. Surrey has less EHCP children in mainstream schools when benchmarked against other local authorities and so a key piece of SEND transformation work is to ensure that outstanding practice in schools is identified and shared and that we develop the skills of staff in mainstream schools including successful use of outreach services. The provision of additional SEND places in Surrey through the SEND Capital programme will also enable pupils that need specialist provision to remain in our Surrey schools
30. **Inexperienced leadership:** a number of schools have inexperienced leaders who have been particularly challenged during the COVID-19 pandemic. They have struggled to work in a strategic manner and retain a focus on whole school development. This has included challenges with monitoring progress without data or classroom observations, or rigorously and robustly being able to self-evaluate the quality of education.
31. **Mitigation:** Heads in S&C schools are allocated and supported by an experienced NLE (6 days per year). In addition, SAfE has a wide range of professional learning programmes and support for headteachers in place including a programme for New Head Teachers, Early Career Heads and professional partnering and leadership coaching. The development of a peer-review and support process is underway for the next academic year.

Improving outcomes for disadvantaged pupils and those with SEND

32. A key priority for SAfE is to improve outcomes for disadvantaged pupils. Considering further analysis of outcomes for disadvantage pupils, through working with the Education Endowment foundation, The Education Policy Institute and a number of other national experts, we have drawn our work together into a cohesive evidence informed strategy.

33. Our strategy is based around 3 connected strands:

- Quality first Teaching
- Literacy and Early language Acquisition
- Innovative Curriculum Design

34. Programme content and design is underpinned by robust evidence and expertise making explicit links between theory, evidence and classroom practice. We are working with leading national experts such as Mark Rowland, Christine Counsell and Jean Gross to design and deliver our programmes. Further details can be found in Annex 5.

35. A number of strands of this strategy are currently underway with very positive uptake from schools.

36. Our approach also supports the key challenge of improving outcomes for Children in Need.

37. Supporting schools to be inclusive and be able to support children with SEND in mainstream schools through the development of teachers and leaders' skills and understanding is a key priority for SAfE. We currently are running three programmes working with David Bartram OBE, Whole Education and WholeSchool SEND. In addition, we are facilitating the SENDCO networks for mainstream schools. Further details are also in Annex 5.

Conclusions:

38. SAfE continues to play an integral role in the Surrey school landscape working in partnership with schools, the Local Authority and others and drawing on the collective strengths to ensure that every child has access to an excellent education. A clear strength of the education partnership is the ability to sustain the collaborative working of the Surrey family of schools regardless of status or phase – to retain a clear sense of place.

39. The last year has been incredibly challenging for schools who have been doing an extraordinary job. Overall provision and outcomes for pupils in Surrey remains some of the highest in the country. However, SAfE's risk assessment shows some significant vulnerabilities for schools particularly in the light of the COVID crisis.

40. The pandemic has exacerbated some of the learning gaps for the most disadvantaged pupils. SAfE is continuing to support schools to ameliorate the COVID gap ensuring that approaches align with Pupil Premium strategies and wider school improvement priorities.

Recommendations:

41. The Select Committee note the work that SAfE has made over the last term particularly supporting schools through the COVID-19 pandemic.
42. That the Select Committee note the on-going support to improve outcomes for disadvantaged pupils.
43. The mitigations to address the issues identified by the risk assessment process are embedded and monitored by SAfE and the Local Authority.

Next steps

44. Receive an update on SAfE's work in Summer 2021 in particular on:
 - Improvements in vulnerable schools
 - Improving outcomes for disadvantaged pupils
 - Impact of COVID-19

Report Contact details

Maria Dawes, CEO Schools Alliance for Excellence

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Sources/background papers

Annex 1 – Strategic Plan

Annex 2 - Key Stage 4 + 5 Summary Nov 2020

Annex 3 - Ameliorating the COVID Gap and supporting schools

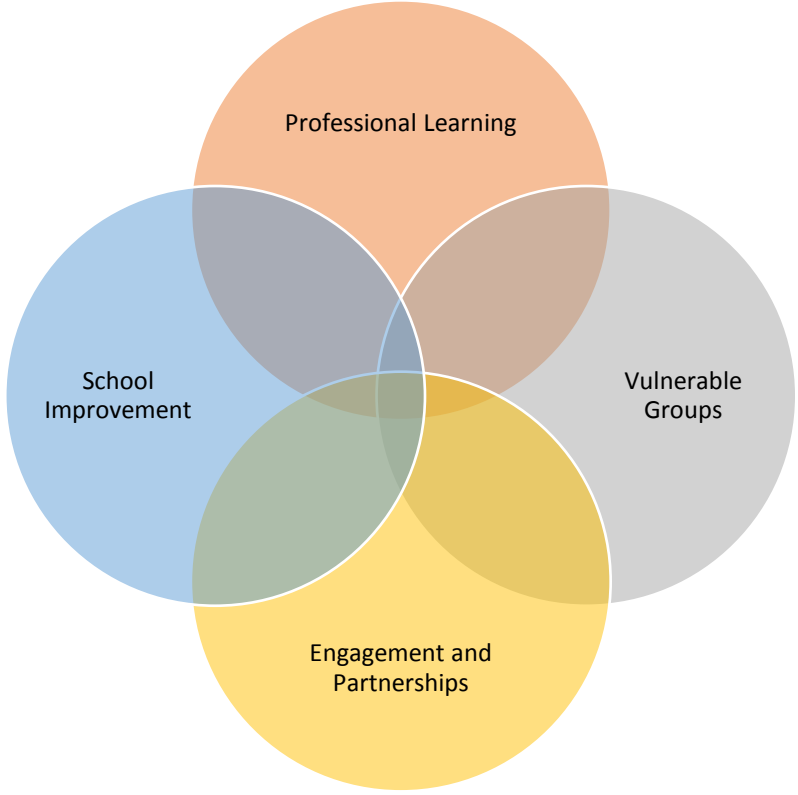
Annex 4 - SI & Risk assessment

Annex 5 - Vulnerable groups

Annex 1

SAfE's Strategic Plan

Our Strategy is based on four inter-linking aspects to enable us to meet our aspirations:



For 2020/21 in light of the COVID pandemic our priorities can be described as below:

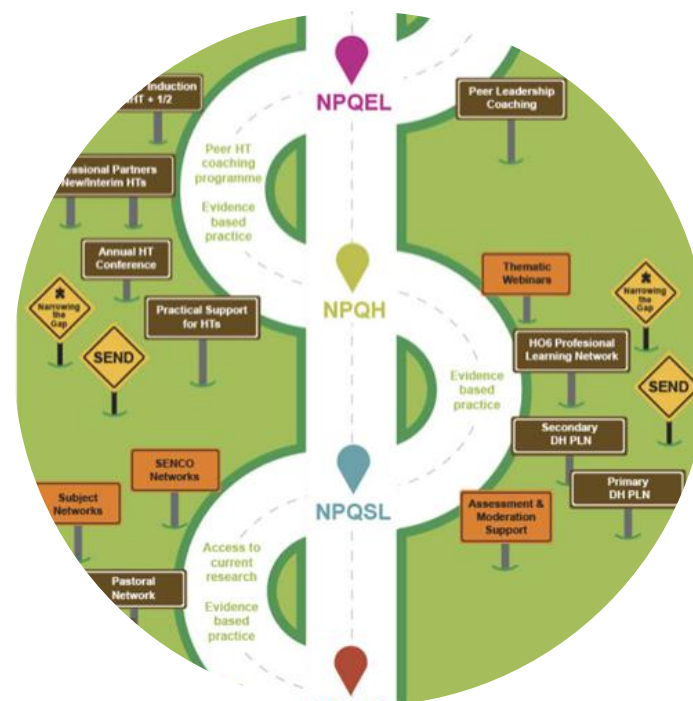
Strategic Priority	Broad Description
Engagement and Partnership	<ul style="list-style-type: none"> • We will support the building of a mature school-led system where schools/settings and partners have a shared commitment to improvement and excellent outcomes for all children and a collective refusal to accept under-performance • Surrey is outward looking and influences policy-making at every level of the education system seeking sharing innovative solutions to problems and change. • We will work in partnership with Surrey CC/Health/3rd sector on supporting pupils mental health and well-being particularly in the light of COVID.
Professional Learning	<ul style="list-style-type: none"> • We will provide a road map of high-quality leadership, teaching and learning and governance professional learning programmes supporting career development and progression delivered by system practitioners with expertise and track record. • We will work with schools to support teaching and whole-school strategies in light of COVID particularly around: <ul style="list-style-type: none"> • Supporting great teaching – including a blended approach • Assessment and feedback • Transition support • We will develop governance support to guide them through their role considering ongoing COVID implications.
Vulnerable Groups	<ul style="list-style-type: none"> • We will work with partners to ensure that all children and young people receive an inclusive education and a support offer that matches their needs. • We will work with schools and partners to improve outcomes and progress for identified vulnerable groups including disadvantaged and pupils with special educational needs and disabilities. • We will support schools to ameliorate the COVID gap ensuring that approaches align with Pupil Premium strategies and wide school improvement priorities
School Improvement	<ul style="list-style-type: none"> • We will support all schools to take responsibility for their own improvement including the ability to accurately self-evaluate using robust external challenge

	<ul style="list-style-type: none"> • We will support and challenge all schools to improve, regardless of their starting point. We will aim to support schools before they get into difficulty providing more intensive support as required and ensure that all schools can access the support they need.
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SAfE's Professional learning Offer

- SAfE's learning pathway provides a routemap, to help schools navigate the opportunities we have on offer to support their staff's professional learning. We have run a comprehensive programme of professional learning opportunities since September focused on six key areas:

- Covid-19/Contingency Planning
- Raising outcomes for disadvantaged learners
- SEND/Inclusion
- Networks/Leadership development
- Statutory Assessment & Moderation
- Governance

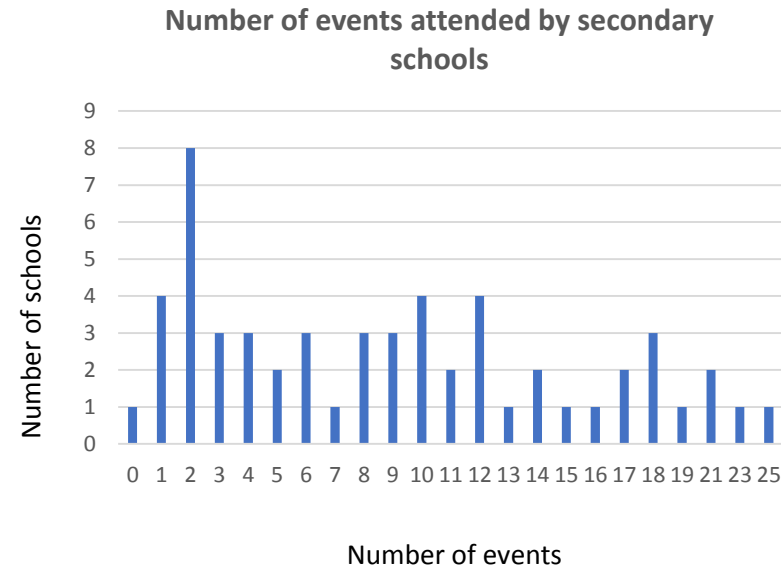
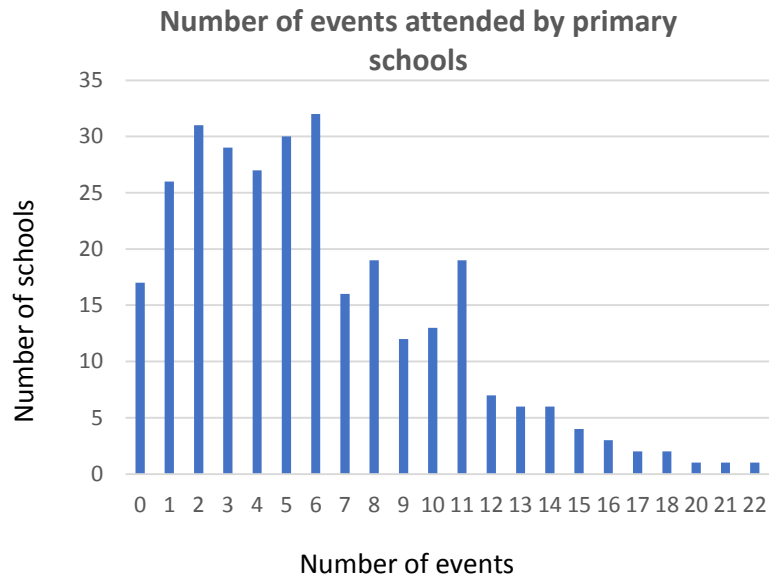


- We published two updates of our professional learning brochure and have an updated events area on our website. In total in the Autumn term we have run 60 different training webinars, programmes and network events. This year due to the

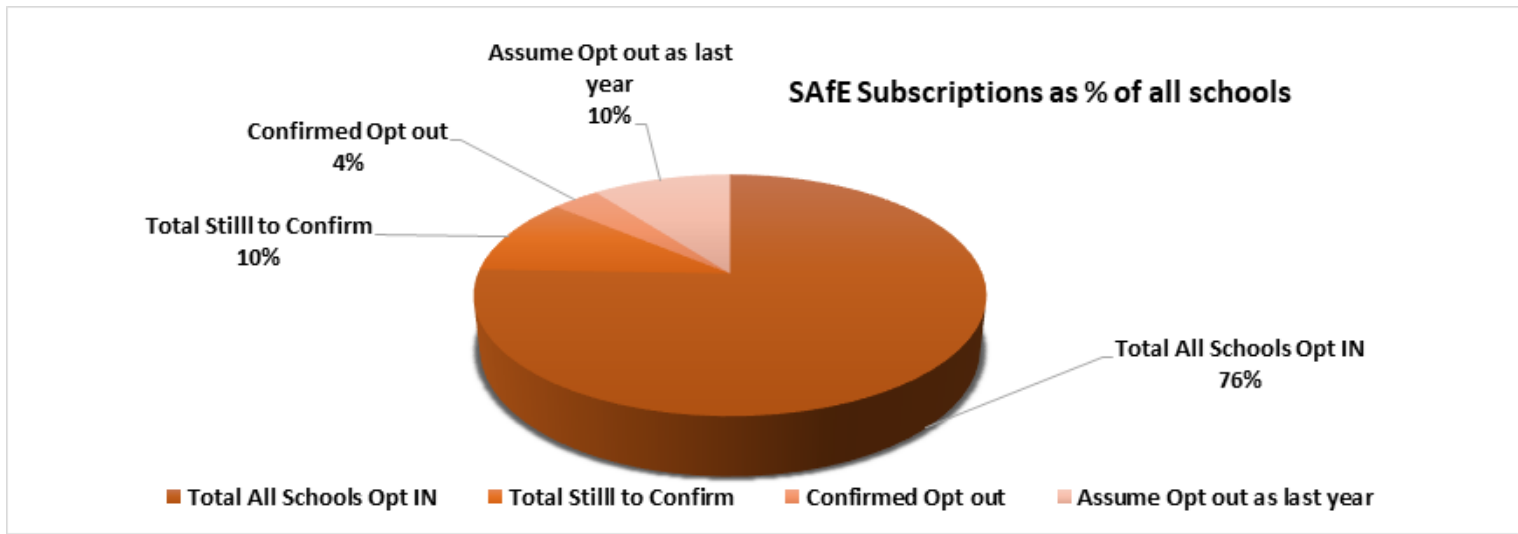
challenges that COVID have faced we have run many of our events free for schools with recordings available in the media library on our website.

- Overall attendance at events has been very strong. In the Autumn term:
 - Over 50% of primary schools attended 5 or more events with over 20% attending 10 or more events.
 - Only 17 primary schools did not attend any event.
 - 50% of secondary schools attended 8 or more events with over 20% attending 16 or more events.
 - Only 1 secondary school did not attend any events.

- Our best attended webinars include
 - COVID-19 contingency planning
 - Governor webinars
 - Supporting children to re-engage with school
 - Evidence-based literacy and language strategy for disadvantaged pupils
 - Google Classrooms for Beginners



- Feedback across all programmes is very strong and being used to inform future programmes. The team are working towards quality assuring all programmes against criteria being developed by the Chartered College of Teaching.
- We are aware that we are currently not providing specific professional learning for Special Schools – we are working with the Special School Phase Council to address this.
- We invite all schools to subscribe an amount equivalent to 89p per pupil, for 2020/2021. Subscribers to SAfE are eligible for:
 - free attendance at all subject networks and pastoral networks
 - free attendance at COVID-19 events
 - receive 20% cost discount against all other (non-statutory) listed events.
- As of 30 November 2020, 76% of all schools have opted into subscription





Annex 2

Key Stage 4 - 16-18 Performance (revised)

Key Stage 5 - A level and other 16 to 18 results

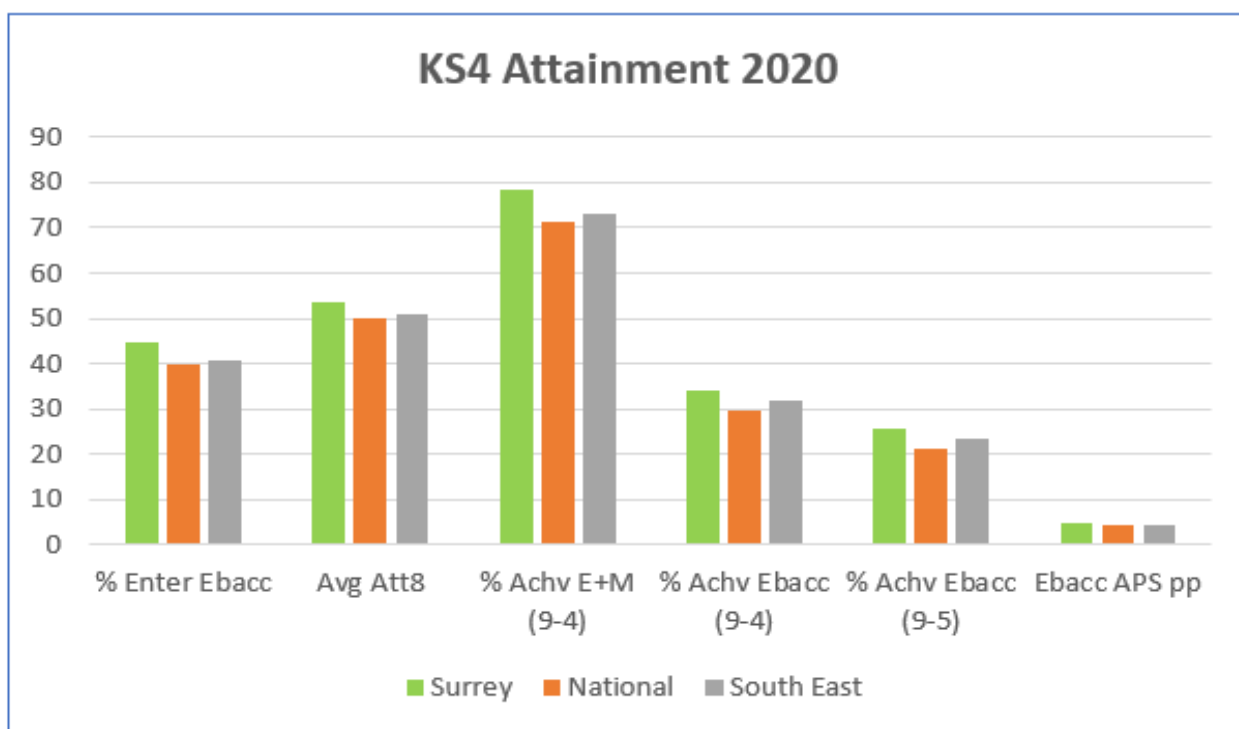
26 November 2020

Key Stage 4/5 2020 Overview

- Pupils scheduled to sit GCSE and A/AS level exams in 2020 were awarded either a centre assessment grade (based on what the school or college believed the student would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.
- Progress 8 measures are not being published in 2020.
- Each of the pupil level attainment statistics have increased - more than would be expected in a typical year - between the 2018/19 and 2019/20 academic years. This reflects the change to the way GCSE grades were awarded rather than improvements in pupil performance. As a result the 2019/20 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in student performance.
- For vocational and technical qualifications (VTQs), where centre assessment was used, it was a different process to that for A/AS levels. Centre assessment grades were often available at unit level, and many awarding organisations were able to use evidence of work already completed during the course, and use this as a basis for calculating the results they issued. For some qualifications adapted assessment meant calculation was not needed.
- Level 3 value-added data is not being produced this year. These are normally calculated by comparing a student's actual results to a set of expected results from a model based on national averages. The difference between a centre assessment grade (what a school or college believed the student would have got in an exam) and a result estimated by a DfE model would have very little meaning.
- The cancellation of both the exam assessment and the checking exercise means the 2019/20 data should not be directly compared to attainment data from previous years for the purposes of measuring change in student performance; in other words, year on year changes might be caused by the different process for awarding qualifications in 2020 rather than reflecting a change in underlying performance.

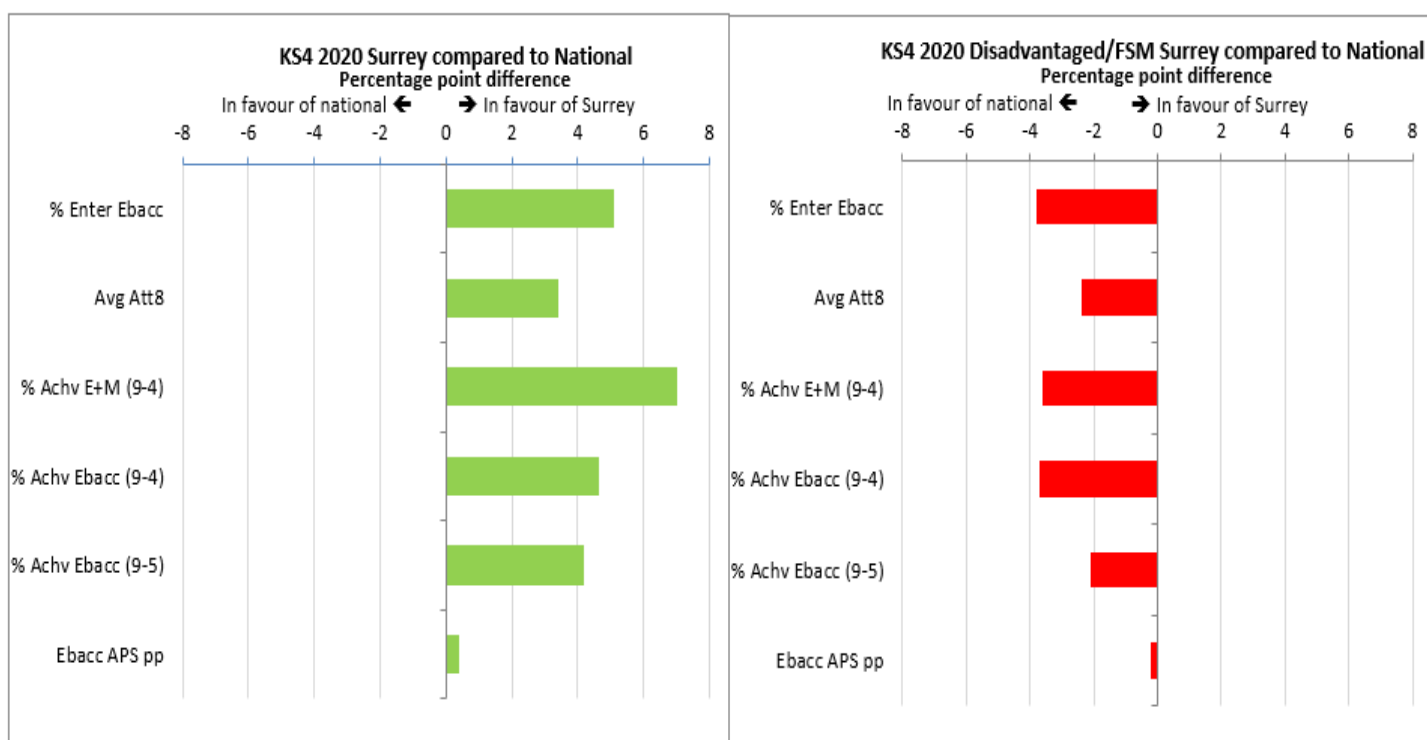
Key Stage 4

- Surrey pupils achieved an Attainment 8 score of 53.6, **higher** than the DFE National figure of (50.2) and Statistical Neighbours (51.1).
- Surrey has a **higher** than National and Statistical Neighbours proportion of students entered for all elements of the Ebacc this year 44.9% compared with 39.8% and 40.9%.
- The Ebacc average point score per pupil in Surrey was 4.76, **higher** than National (4.38) and Statistical Neighbours (4.52).



Disadvantaged- KS4

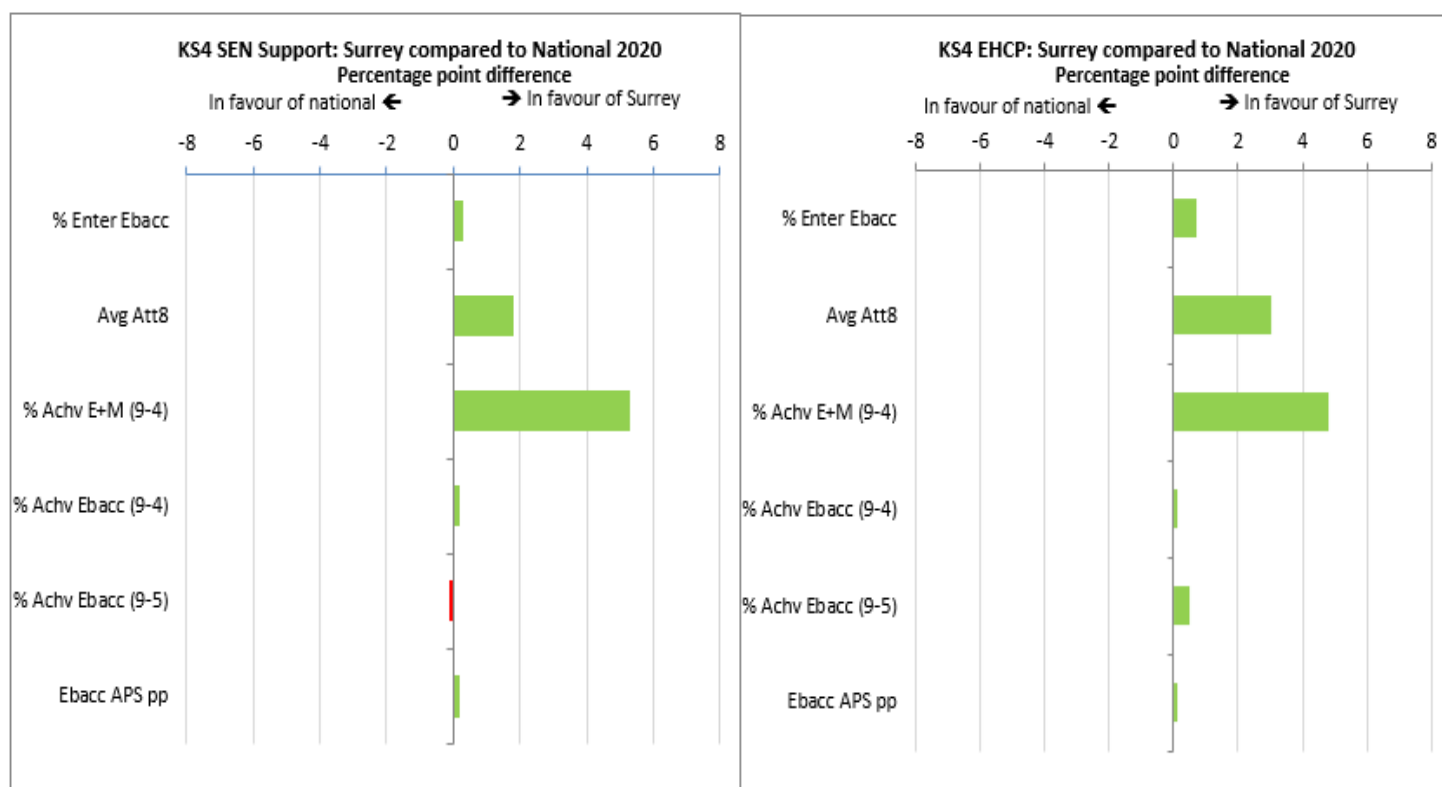
- Surrey disadvantaged children achieved an Attainment 8 score of 36.2, which is 17.4 points **lower** than Surrey non-disadvantaged and **lower** than National (38.6pp)
- The Surrey disadvantaged Ebacc average point score achieved is 3.03pp and is **lower** than the National disadvantaged Ebacc average point score of (3.24).
- The graph below shows the percentage point difference between Surrey all pupils against all National pupils and Surrey disadvantaged pupils against National disadvantaged.



Source: DFE revised KS4 Nov 2020

Pupils with SEND - Key Stage 4

- There were 1180 pupils with Sen Support at the end of KS4, 700 boys and 480 girls. The Attainment 8 score for SEN Support is 38.2, slightly **higher** than National (36.4). SEN Support achieved 9.2% Ebacc 9-4 which is slightly **higher** than the National figure of 9%.
- There were 472 pupils with an EHCP at the end of KS4, 335 boys and 137 girls. The Surrey Attainment 8 score for SEN with an EHC Plan is 18.2, 3 percentage points **higher** than the National figure of (15.2). SEN with an EHC Plan achieved 2.3% Ebacc 9-4 slightly **higher** than the National figure of 2.2%.
- The graph below shows the comparison between Surrey's SEN Support pupils and their peers. Nationally and Surrey pupils with a statutory plan compared with their peers Nationally by percentage point difference.



Source: DFE revised KS4 Characteristics Nov 202

Key Stage 5

- The table below shows Surrey pupils and the Average Point Score (APS) in state funded schools and FE sector colleges compared to National and Statistical Neighbours. The APS for Surrey pupils entered for a least one A Level entry and Applied General is **higher** than National but showing lower than National for APS Tech Level.

	APS per A level entry	Number of A level students	APS per applied general entry	Number of applied general students	APS per tech level entry	Number of tech level students
National	39.51	271,601	31.25	78,939	29.77	21,967
Surrey	40.03	5,860	31.59	896	28.67	247
Bracknell Forest	36.99	419	29.45	187	37.74	19
Buckinghamshire	43.13	3,328	31.15	619	28.84	145
Hampshire	38.89	7,724	33.28	1,782	32.02	756
Oxfordshire	37.81	3,136	27.55	1,032	27.74	343
West Berkshire	37.98	980	30.58	323	30.86	37
Windsor and Maidenhead	39.95	763	33.01	134	37.56	65
Wokingham	38.62	841	30.00	147	29.50	10
Cambridgeshire	39.43	3,126	30.21	1,037	31.05	173
Hertfordshire	40.55	7,029	31.88	1,983	30.12	355
Cheshire East	39.21	1,654	32.45	374	28.70	318

Source Aggregated attainment by local authority and gender' for All state funded schools and FE sector colleges and All genders from 'A level and other 16 to 18 results' Academic Year 2020

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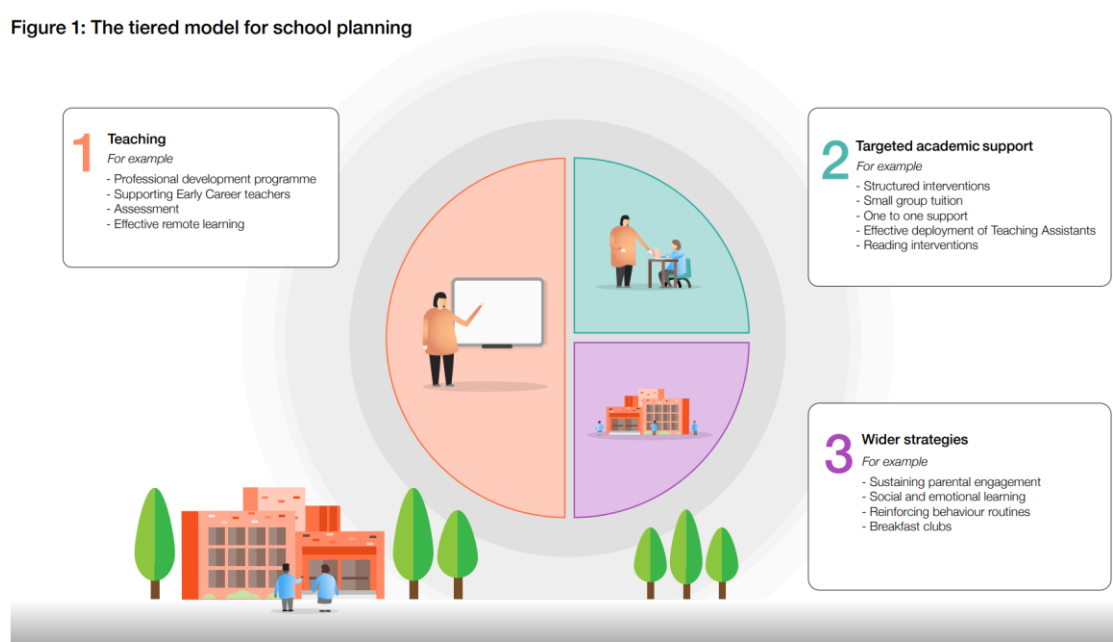
Annex 3 Ameliorating the COVID Gap and supporting schools

Every school has been affected by COVID-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders. For many pupils, compensating for the negative impact of school closures will require a sustained response.

SAfE has been working with outstanding school leaders and the EEF to support schools. The EEF suggests that Catch-up strategies can be grouped into three categories:

- Teaching and whole-school strategies
- Targeted Support
- Wider Strategies

Figure 1: The tiered model for school planning



It is also acknowledged that children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures. Therefore, there are clear links to our work to improve outcomes for disadvantaged pupils. We are particularly supporting schools through a focus on excellent Quality First Teaching through:

- Deputy Heads Networks
- Subject Networks
- Pupil Premium Networks
- Targeted support in primary schools from Teaching and Learning Leads.

We have also introduced a significant project on **improving outcomes in literacy and early language** which was launched in September building on training and professional learning led by Jean Gross CBE, Educationalist and former government's Communication Champion for children and young people. Following

this schools have undertaken an audit which allowed them to highlight the priority focus for improving the teaching of early reading and language acquisition from:

- **Assessment** - Establishing a baseline for each child and class to determine where children are in their learning and to inform teachers' planning;
- **Staff expertise** – ensuring that staff have the depth of knowledge and skills set to enable them to effectively teach literacy to and strengthen the language skills of disadvantaged children;
- **Parental Engagement** - Empowering parents to support their children's language development and literacy skills;
- **Environment** - Creating a language-rich environment with ready access to high quality texts;

The Local Authority has provided £150 000 of COVID support funding to enable schools to implement one aspect of their audit. Schools submitted both their audits and proposals and these were evaluated and assessed by SAfE. In total over 200 schools submitted successful bids. SAfE is monitoring the impact of schools' proposals using national Leaders of Education and we plan we also plan to provide a showcase of successful interventions and case studies in addition to follow up webinars on each specific aspects above.

In order to build on any work that schools are doing in developing their quality first teaching SAfE will be working with the Surrey CC Specialist Teachers for Inclusive Practice Team and Surrey's Library Service.

In addition, the Local Authority is funding SAfE to run four training programmes to build capacity in schools:

- Cover Supervisors (TAs wishing to become cover supervisors)
- Teaching Assistants new to role
- Graduate Teaching Assistants
- Tutors for Covid-catch up

SAfE will be running these programmes in partnership with two outstanding School Centred Teaching School provisions – South Farnham Education Trust and Teach South-East. These are commencing in January.

DfE Catch-up Funding

The DfE has also provided schools with a one-off universal catch-up funding to support children and young people to catch up lost time after school closure. Schools are able to spend the funding in the most effective way for their pupils, which could include accessing the National Tutoring Programme- a part of the government's £1 billion catch-up package.

This universal catch-up premium funding will be available for:

- Primary, middle, secondary and all through local authority-maintained schools, academies and free schools
- Local authority-maintained special schools

- Special academies and free schools
- Special schools not maintained by a local authority
- Independent special schools - local authorities will receive funding for pupils with education, health and care (EHC) plans, based on the number of such pupils in the area
- Pupil referral units (PRUs)
- Alternative provision (AP) academies and free schools
- Local authority-maintained hospital schools and academies

Mainstream schools will receive a total of £80 per pupil (for Reception through to Year 11) whilst special, AP and hospital schools will receive a total of £240 per place.

It is up to the schools to decide

- Which pupils need to access the support.
- The activities that you'll provide. The DfE recommends the following:
 - Small group or 1-to-1 tuition (particularly through the National Tutoring Programme - see the section below for details)
 - Extra teaching capacity or summer programmes

The National Tutoring Programme (NTP) is one of the areas where schools can spend their catch-up premium grant. The NTP aims to provide *intensive, targeted support for disadvantaged and vulnerable pupils who need the most help to catch up*. The NTP will be made up of at least 3 parts in the 2020/21 academic year, including:

1. The Nuffield Early Language Intervention (NELI) for 4-5 year olds. NELI is a 20-week intervention designed to improve the oral language skills of reception-aged pupils.

2. The NTP for 5-16 year olds. This will provide:

- Schools with access to heavily subsidised tutoring from an approved list of tuition partners
- Schools in the most disadvantaged areas with trained graduates (called academic mentors) who will be employed full-time in a school to provide intensive catch-up support to pupils, so teachers can focus on their classroom teaching. Teach First will be supporting the placement and training of mentors and the government will subsidise their salaries

3. The NTP for 16-19 year olds. This will provide funding to support small group tuition in English, maths and other courses where learning has been disrupted- these groups shouldn't be more than 5 students.

Special schools and special academies aren't in scope for the 16-19 tuition fund, as all of their provision is covered by the catch-up premium funding.

SAfE are running webinars for schools and governors on managing and monitoring their Catchup Funding.

Examinations and Accountability 2021

The DfE have announced a number of support measures and changes to the summer 21 examination series and accountability measures.

These include:

GCSEs and A-Levels:

- A three week delay in examinations
- A more generous grading system
- Advance notice of some topics in exams
- Allowing exam aids such as formula sheets in some exams
- Exam results will not be included in performance tables this year

Primary assessment:

- At key stage 1: SATs in reading and maths and the grammar, punctuation and spelling (GPS) test will be removed, as will the teacher assessment in science. But teacher assessments in reading, writing and maths will still go ahead
- At key stage 2: the GPS test and science teacher assessment will also be removed, but all other tests and assessments will go ahead but schools can take a 'flexible approach' to the administration of the tests
- Primary performance data will not be published

Annex 4 - Risk Assessment Process

1. Categorisation meetings have taken place taking into consideration a range of information including prior outcomes data, Ofsted, rates of attendance and exclusion; financial surplus and deficit budgets; safeguarding issues; parental complaints and local contextual knowledge.
2. In addition, a Key Support Needs Assessment (KSNA) has been designed as a means of categorising schools. It incorporates a range of risks in a self-evaluation process which allows for the identification of both vulnerabilities in individual schools, and to identify wider Surrey issues which will need to be addressed at a county- wide strategic level. It identifies eight risk areas:
 - safeguarding;
 - governance;
 - school leadership;
 - staffing;
 - quality of education;
 - behaviour and attitudes;
 - finance and
 - estates.
3. Head Teachers. with other senior leaders and governors, are asked to complete and return this.
4. The very great majority of maintained schools returned their KSNA. Those that have not will all be visited. In addition, approximately 60 maintained schools will be visited by a S&C partner (NLE) to provide external validation and bench marking of the self-assessment process
5. This information is being used to determine whether schools need to be identified as either Support and Challenge (S&C) or Light Touch (LT) in the same way as for 2019/20. In this way SAfE will ensure that all schools receive the support and challenge they need to develop and improve.
 - Light Touch: Good and outstanding schools with no known concerns
 - Light Touch +: Schools judged as good or outstanding but recognized that capacity to provide external support may be limited, perhaps due to a new

Headteacher or temporary staffing issues, or specific targeted support is needed

- Support and Challenge: Schools judged by Ofsted to require improvement (RI); schools judged as good or outstanding identified as vulnerable to a decline in Ofsted grading; schools where analysis of performance data places them at serious risk of decline
- Support and Challenge +: Schools judged by Ofsted to be inadequate or likely to be judged by Ofsted as inadequate at the next inspection or where there are serious and significant other concerns.

6. Currently there are 38 S&C schools. All S&C schools have been allocated a SAfE adviser and an attached S&C partner (NLE). All S&C schools have a robust action plan. A process is in place to support funding of the support where necessary.

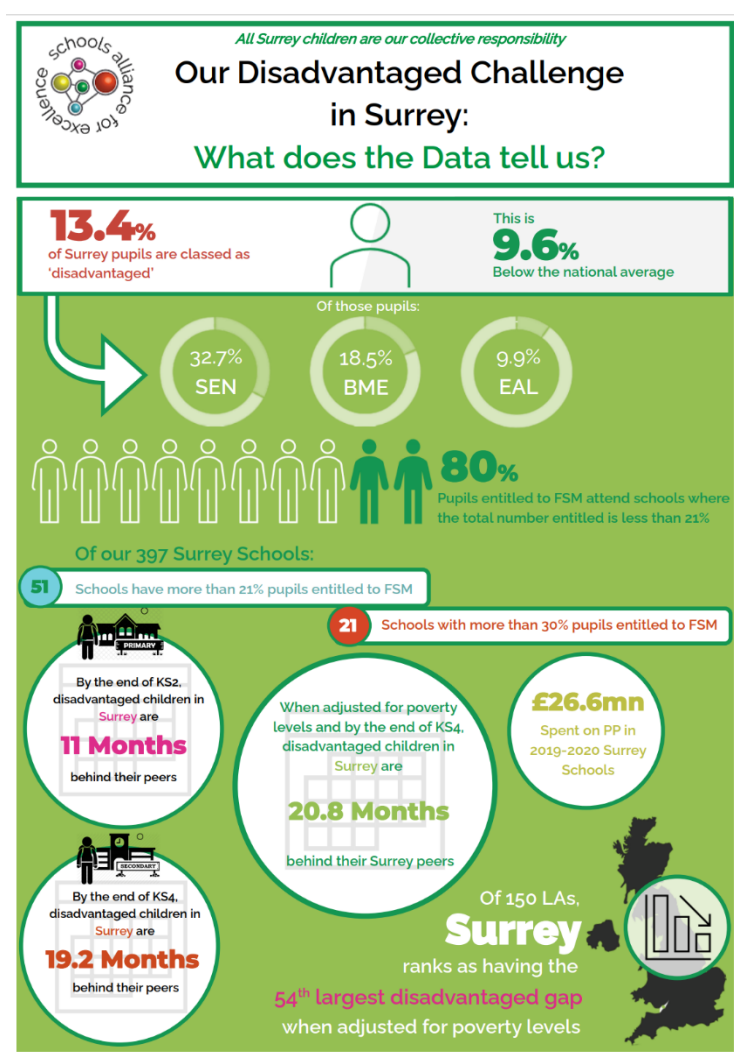
	Total	Good Progress	Partial Progress	Little Progress
Primary Support and Challenge	34	15	13	6
Secondary Support and Challenge	2	2	0	0
Special and PRU	2	1	1	0

7. Of the 34 primary schools, 6 have been identified as concerning in terms of their lack of progress against targets. Each of these schools will receive full teaching and learning, governance and EYFS reviews in the Spring Term to establish a baseline of progress which incorporates the impact of the COVID situation. If it is felt at this point that the leadership and governance in the school is not sufficient to achieve the required improvement, SAfE will liaise with the LA to determine the implementation of statutory intervention powers.
8. All special schools and PRUs will have a one day risk assessment visit by a specialist NLE consultant this academic year. All attached units are being reviewed by a specialist consultant.

Annex 5 Supporting vulnerable learners

Disadvantaged Pupils and Children in Need

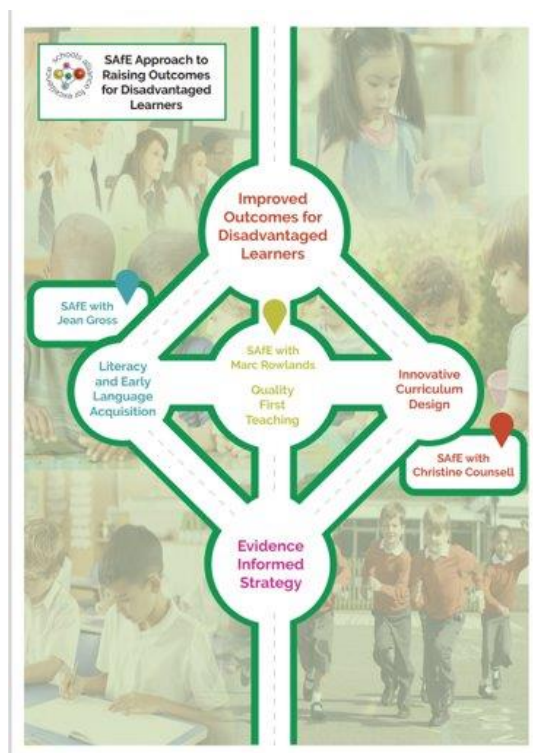
1. The following diagram summarises some key statistics about the disadvantaged challenge in Surrey. The data shows that at all key stages outcomes for disadvantaged pupils in Surrey are lower than disadvantaged pupils in England despite there being a significantly lower proportion. This has been a concern for a number of years and despite significant effort and work the gap is not reducing.
2. A key challenge is that the great majority of disadvantaged pupils are spread across schools with small numbers of disadvantaged pupils.



3. SAfE has been working with the Education Endowment Foundation, The Education Policy Institute and other leading national experts to develop a Surrey specific strategy that is based on robust evidence. Evidence shows that improving outcomes is not about a single intervention rather a combination of

joined up approaches. Therefore, our strategy is based on three inter-linked strands:

- Quality First Teaching;
- Literacy and Early Language Acquisition;
- Excellent Curriculum Design



Quality First Teaching

4. Research from the EEF shows that *'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'* This is where teaching is built around very high expectations for all, subject expertise and positive relationships. It is where teachers forensically know their students so they can proactively intervene in lessons to close any gaps in learning. Therefore, supporting schools focus on developing excellent teaching for all pupils is central to our strategy.

Innovative Curriculum Design

5. Leading national educationalists such as Christine Counsell and Mary Myatt have identified that a broad and balanced curriculum design can be used as a *'powerful tool'* to improve outcomes for disadvantaged pupils. *'Knowledge-led curricula attempt to provide young people with a school experience that enables them to be socially mobile, for this is at the core of what social justice is: enabling all people, regardless of socio-economic background, to be provided with the*

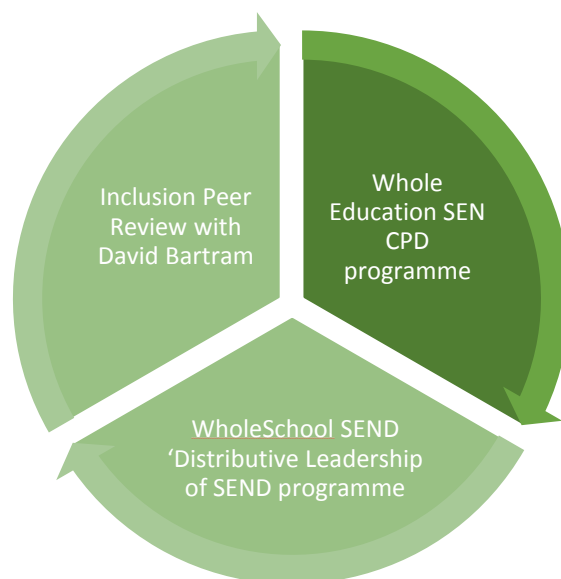
opportunities to succeed in life. In an affluent county such as Surrey where the majority of children have a wide range of experiences, access to high quality language at home and cultural enrichment, it is key that **all** pupils have equal access to a knowledge-rich diet and cultural experiences through provision of a broad and balanced curriculum design for all.

Literacy and Early Language Acquisition

6. A key way to tackle the disadvantage gap in the early years and throughout primary school is to improve children's literacy and language skills. On average, 40 per cent of the overall gap between disadvantaged 16-year-olds and their peers has already emerged by the age of five. These gaps are particularly pronounced in early language and literacy. Black and Wiliam (2018) consider: *"Children from working class families, who are only familiar with the restricted code of their everyday language, may find it difficult to engage with the elaborated code that is required by the learning discourse of the classroom and which those from middle class families experience in their home lives."* Therefore, central to our strategy is a focus on the importance of supporting vocabulary and literacy development particularly for children who do not develop this foundational knowledge before they start school are helped to catch up.
7. Our approach is supported by partnering with national experts to ensure that our work is delivered by those with the necessary experience, expertise and skills. In particular we currently are focusing our work on the following:
 - Raising outcomes for disadvantaged learners in Surrey Secondary Schools: A programme led by Mark Rowland & the EEF (beginning Dec 20)
 - Curriculum Innovation and design: A programme and resources with Christine Counsell (beginning Jan 21)
 - Evidence Based Literacy and Learning: A focused programme of support including work with the EEF and Jean Gross (began Sept 20)
 - A focus on excellent Quality First Teaching through:
 - Deputy Heads networks – Primary and Secondary
 - Subject Networks – Secondary and Primary
 - Pupil Premium Networks - Primary
 - Targeted support in primary from new Teaching and Learning Leads

Inclusive Schools

8. SAfE is working with Surrey to build on the aspiration that all schools are able to be fully inclusive and welcoming of children with SEND through the development of teachers and leaders' skills and understanding is a key priority for SAfE.



9. There are currently 67 Surrey schools taking part in a tried and tested model of peer review developed in partnership with David Bartram OBE. The project is taking place over six half-terms and began with a launch day for Headteachers and SENCOs that included peer review and coaching training. Following the launch day, all schools completed a short self-evaluation using online platform EvaluateMySchool. This information, along with local knowledge was used to allocate triads of SENCOs, with one SENCOs taking on the role of coach.
10. Once triads are allocated, coaches visit their participant SENCOs and together they draft an action plan, which is then finalised with the SENCO's headteacher. A check-in call between coach and SENCO is conducted before the second and third visits take place, in which the triad comes together to assess progress against the action plans. Participating SENCOs complete another self-evaluation and attend a celebration of learning day to share their successes and next steps.
11. Alongside the peer review process, the Whole Education SEND CPD builds capacity and expertise in individual staff and across local authorities, improving the quality of SEND provision for vulnerable learners. The Whole Education SEND CPD programme is all about shining a light on best practice and supporting practitioners to work together on areas for development. Improving the quality and consistency of special education provision across local authorities requires collaboration and opportunities to share and learn together.
12. Following the success of the 'Every Leader a Leader of SEND' programme delivered by Whole School SEND in 19/20 we are offering a further programme for different senior and middle leaders 'Improving Outcomes for Pupils with SEND – Distributive Leadership for SEND and WholeSchool Approaches'.
13. In addition, we are facilitating the SENDCO networks for mainstream schools.



Wednesday, 20 January 2021

EDUCATION & CAREERS SUPPORT FOR VULNERABLE YOUNG PEOPLE

Purpose of the report:

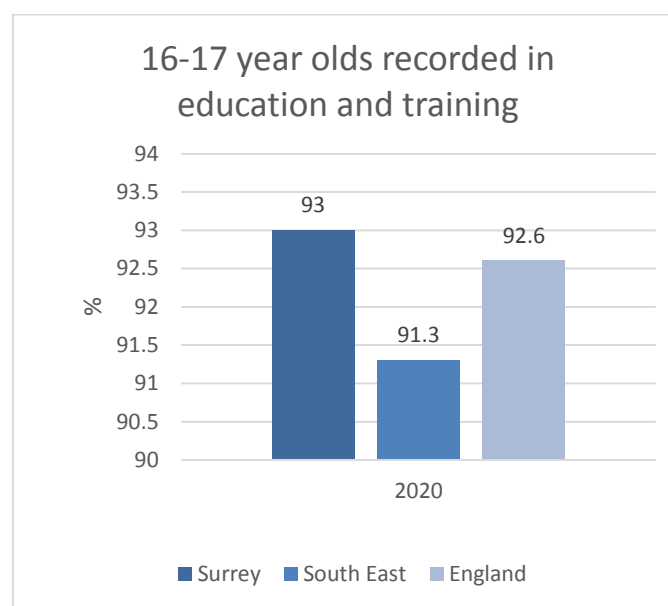
To provide the Select Committee with information regarding the education and careers support that is available for vulnerable young people in Surrey, including the current priorities for increasing vulnerable learners' participation in education, employment and training.

Introduction

1. In line with Surrey's Community Vision 2030, we are committed to ensuring all young people participate in education, employment and training in order to develop skills for adult life, to become active members of their community and to contribute to the economic development of Surrey County Council in the future.
2. For those young people experiencing barriers preventing them from accessing education or training, we seek to identify solutions that support engagement and progression towards positive outcomes.
3. The Raising of the Participation Age (RPA) legislation, issued under the Education and Skills Act 2008, places a duty on all young people who have not yet achieved a full level 3 qualification to continue in education or training until their 18th birthday.
4. Schools and colleges hold the responsibility to arrange independent careers guidance for their students, in accordance with the Department for Education (DfE) Careers Strategyⁱ, which sets out the government's plan for raising the quality of careers provision.
5. The Department for Education funds the Careers and Enterprise Company to facilitate the delivery of a world class careers education for all young people and hold a strategic coordination function for employees, schools, colleges, funders, and providers to deliver high impact support for young people aged 12-18.

6. Local authorities have responsibilities to encourage, enable and assist young people into education or training by securing sufficient and suitable education and to provide strategic leadership in their area to support participation in education, training and employment.
7. In March 2020, Surrey had achieved 93% of its young people participating in education or training compared to 92.6% nationally and 91.3% in the South East. However, we know that vulnerable 16-17 year olds in Surrey are less likely to participate in education and training than their peers.

Fig 1. 16-17 year olds recorded as in education, employment or training in March 2020



8. Vulnerable young people are identified as those who are:
 - Looked After, Leaving Care or on the Edge of Care
 - Have Special Educational Needs / Learning Difficulties and Disabilities
 - Excluded or at risk of exclusion from school or missing education
 - Involved in or affected by substance misuse
 - Teenage Parents
 - Offenders or at risk of offending
 - Young Carers
 - Affected by their own or their parents/carers mental health issues

- Living in inappropriate or inadequate accommodation
- Refugees
- Unaccompanied asylum-seeking children

Looked After Young People and the Surrey SVS (SVS):

9. Local authorities have a unique responsibility to the children they look after and their care leavers (relevant and former relevant children). In this context local authorities are often referred to as being the ‘corporate parent’ of these children and young people, and the critical question that local authorities should ask in adopting such an approach is: ‘would this be good enough for my child?’. The role that the council plays in looking after children is one of the most important that they do.ⁱⁱ

10. As of Monday 19th October, there were **288** Post-16 young people looked after in years 12 and 13 (16-18 years old). Of these, 131 are in Year 12 (19 are Unaccompanied Asylum-Seeking Children/UASC) and 157 are in Year 13 (of whom, 50 are UASC). Current available data indicates that 108 are placed in Surrey and 114 are placed ‘out of county’.

Fig 2.

Year 12 and 13 Looked after young people destinations (October 2020)

	Total (n = 288)	NEET (Not in education, employment or training)	EET (In education, employment or training)	% In EET
Year 12	131	26	105	80.1%
Year 13	157	47	110	70.6%
Total	288	73	215	75%

11. The Surrey SVS (SVS) has a shared statutory corporate parenting duty to prioritise looked after and previously looked after children and their education. The Surrey Virtual School Headteacher (VSH) discharges the LA Corporate parent role as the educational advocate for children in care.

12. The SVS brings together the information about children and young people who are cared for by Surrey local authority as if they were in a single school. That way, their progress can be closely tracked and supported, and interventions can be targeted in a more strategic way, working proactively with other agencies to create a culture of high expectancy and aspirations, both with looked after and previously looked after children to improve educational outcomes.
13. The SVS champions the educational needs of children and young people who are looked after by Surrey; promotes aspirations for educational achievement; ensures that our children and young people have access to the best possible education; assesses and reviews personalised support plans to raise attainment for those in care to Surrey; and provides advice, guidance and support for intervention where it is needed; and supports 'Designated Teachers'.
14. Young people in care are supported by their school or college to participate in education, employment or training post-16 and in addition, the SVS provides targeted and planned support through Personal Education Plan Reviews and through the alternatives to Post-16 provision guidanceⁱⁱⁱ.

Barriers to engagement

15. The post-16 SVS team has identified specific barriers to engagement through their intensive work with the NEET cohort and the services which support them:
 - 15.1. **Location:** Young people report a lack of motivation to engage in EET when they know that they are likely to be moving placement or are residing in an area they do not wish to live. In addition to this, we experience greater difficulties in finding suitable provision inside different authorities where the SVS and Social Workers do not have local knowledge or relationships with providers.
 - 15.2. **Lack of Provision:** Flexible, roll-on roll-off provision is scarce across the country. If a young person moves mid academic year, there are very few options for them to start in College or other provision once they have missed September enrolment. We are reinforcing this message with Social Care Teams as young people moved mid-year are effectively made NEET for an academic year.
 - 15.3. **Disengagement:** Young people, and more commonly the young men we support, frequently demonstrate historical disengagement with education. They often have a history of disrupted or missing education at Key Stage 4 and their ambitions lie around employment and financial independence. Individuals within this cohort report being put off applying for apprenticeships

as they do not wish to engage with the college element or study English and Maths.

- 15.4. **SEND Needs:** When their EHCP is managed by other authorities it is often difficult to identify appropriate colleagues in out of county SEND teams and this slows the process down.

Participation supported through Personal Education Plans

16. Young people in care who are above statutory school age (ie. above Year 11) remain part of Surrey's SVS as a Post-16 student. This is in line with government requirements that all young people in England must continue in education or employment with training until the age of 18, and/or the end of Year 13.
17. Each young person in care has a Personal Education Plan (PEP) and their PEP is reviewed on a termly basis. During the PEP Review the young person shares their views and feelings, around their education, their supporting network i.e. their social worker, foster carer, health professionals and any other individuals. This will then form the basis of their care plan, designed to meet their individual needs. In the February 2018 Children's Services Inspection, OFSTED recommended that the Surrey County Council should '*urgently improve the quality of personal education planning for children in care...*' (*Recommendation 13*).^{iv} This has been a key focus of the Virtual School throughout 2019-20 with a number of measures introduced to improve timeliness and quality.
18. The SVS team receives each PEP and provides individualised feedback to the participants in the plan and prioritises attendance at PEP meetings where children have significant needs or challenges. Where any child does not have a current school place, a team member will act as the 'Designated Teacher' at the meeting.
19. It is not mandatory for post-16 looked after students to have PEP, but the SVS have them in place as they consider it to be good practice and it is a way of monitoring the cohort. There is a PEP meeting on a termly basis through Year 12 and Year 13.
20. A quality assurance system has been introduced which has contributed to a consistent termly improvement in the quality and overall success of the PEPs in enhancing the outcome for the young person.
21. Following feedback from the user group, the completed PEPs are now shared with all young people, which has resulted in the young person feeling more involved in the process and therefore more likely to own the recommendations and work with the professionals.

22. The SVS is focusing on maintaining consistency in the high standards we expect around the timeliness and quality of the PEPs and looking for any avenues of improvement to enhance the young person's experience of the process.

Looked-after young people who are not in education or training (NEET)

23. Participating in education or training for longer means young people are more likely to attain higher levels of qualifications and have increased earnings over their lifetime, better health and improved social skills. Young people who are not in education, employment or training (NEET) are at risk of not achieving their potential, economically or socially.

24. The SVS maintains a weekly focus on NEET looked-after young people in order to be sighted on the particular barriers that each young person is facing. The team works with Education, Employment & Training (EET) providers and other agencies to support each young person to access a sustainable post 16 provision.

25. It is essential to ensure that progress is being made to reduce the number of children and young people in this category, however, the time necessary to secure placements for the most complex young people is significant and requires substantial time and input.

Unaccompanied asylum-seeking children (UASCs)

26. The SVS has a dedicated SVS officer who focuses on supporting schools to meet the needs of unaccompanied asylum-seeking children and monitoring the outcomes of unaccompanied asylum-seeking young people.

27. In addition to educational support, the SVS works closely with organisations such as Big Leaf. Big Leaf is a charity which offers a range of support and projects, encouraging language through social opportunities and addressing social isolation.

28. When an unaccompanied asylum-seeking child arrives in Surrey a range of support is offered including a bilingual dictionary, a Race Equality and Minority Achievement Team (REMA) assessment funded via the SVS, and specialist interventions whilst a school or college place is secured. For example, 'Flash Academy' which is an online learning platform that can be used by schools and individuals at home to deliver learning for students that don't have English as their first language. Once a school or college place is secured, support continues to be available to them to complement their educational studies.

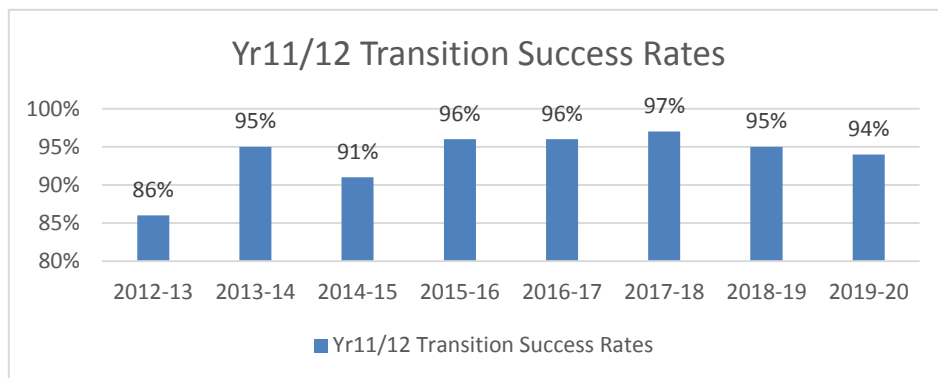
Young people with special educational needs and disabilities (SEND)

29. The proportion of 16- and 17-year olds with an Education, Health and Care Plan (EHCP) in Surrey recorded as being in education, employment or training in March 2020 was 86.5%, below the national average (88.5%) and regional average (87.1%).
30. The SEND Code of Practice 2015 states that “Local Authorities must ensure that the Education Health and Care Plan review at year 9, and every review, thereafter, includes a focus on preparing for adulthood.” It goes on to state that these reviews should include support to prepare for higher education and/or employment and should include identifying appropriate post-16 pathways that will lead to these outcomes.
31. Preparing for adulthood^v is a major consideration within the Year 9 Annual Reviews and takes significant priority in the SEND code of conduct, and are being expanded to a range of providers, including Family Voice workshops.

Supporting vulnerable young people who are at higher risk of becoming NEET:

32. When supporting young people to participate in education, employment or training, it is important to engage with all education providers to develop a broader range of accreditation opportunities, taking into account needs, interests, engagement, strengths and abilities in addition to any limitations that have been identified and to signpost to programmes that are appropriate and relevant for the individual young person.
33. When young people are not participating in education, employment or training they are classified as ‘NEET’. Becoming NEET limits life chances and engagement in education is a protective factor from a range of harms.
34. There are several strategies in place to increase participation at post-16 including the early identification of learners at risk of becoming NEET which enables preventative support to be provided in order to support and signpost young people into education, employment and training.
35. The factors that are known to increase a young person’s risk of not participating in education, employment or training (NEET) post-16 include children who are missing education (CME), those who have had fixed term or permanent exclusions from school, those who have a poor attendance, and children in need (CiN). These factors form the basis of the ‘Risk of NEET Indicators’ (RONI).

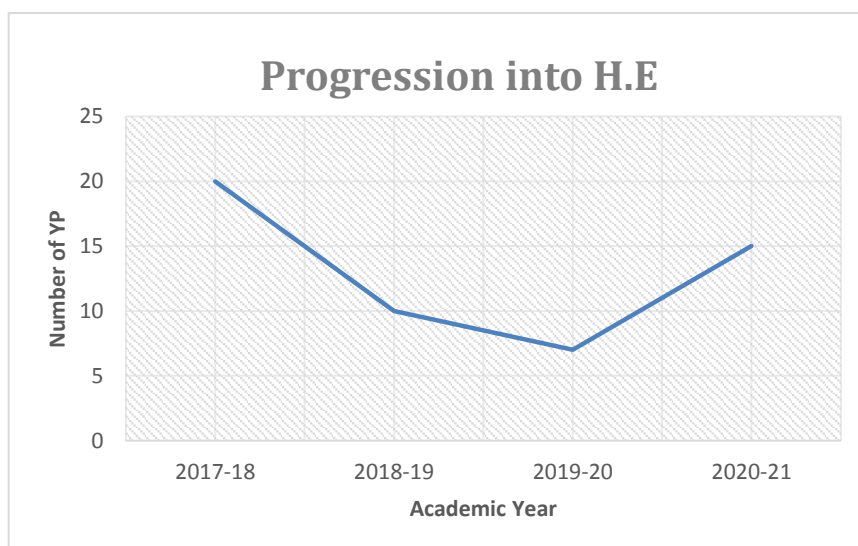
Fig 2. Year 11/12 Transition Success Rates



The success of the service is measured by the number of 'at risk' young people worked with who are still in education, training or employment (according to the DfE definitions) by the second half-term of Year 12 (mid-February).

36. Targeted support for learners in Year 11, who have been identified by their schools as being at risk of becoming NEET, is provided by the Year 11-12 Transition Service, currently provided through a contract with U-Explore. U-Explore is a team of career qualified personal coaches who provide 1:1 support for pupils in mainstream schools to identify the progression route that is required to meet individual needs and aspirations. This service is due to be brought in-house in 2021.

Fig 3. Progression into H.E



This graph shows the numbers of Surrey care leavers progressing into higher education. Please note that these figures include older care leavers and mature students and are not solely limited to young people progressing into higher education

directly after Year 13. SVS are currently gathering reasons for any deferrals or changes of decision regarding going to university in 2020, as a result of the Coronavirus Pandemic.

Supporting vulnerable young people to participate through partnership programmes:
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- 37. Surrey is continually developing strategic partnership, commissioning of services and working with providers and employers to develop innovative programmes to support vulnerable young people to participate in education, employment and training post-16.
- 38. This also includes engagement with carers through webinars and information on educational opportunities and life skills training and ongoing partnership with Surrey's alternative provision and participation, and user Voice and participation Managers to discuss and align with Surrey's County offer for NEET young people and NEET prevention.

Surrey Transition and Education Programme (STEP)

- 39. The STEP programme is designed to develop employability skills, interpersonal skills, and provides opportunities to gain qualifications in various subject areas. The programme can also be used to provide tailored support based on individual needs, or used to support structured group activity, including both regulated and unregulated provision. The participants are encouraged to progress into education, employment, a traineeship, or an apprenticeship.
- 40. The STEP Programme is currently funded by the European Union Social Fund and is led by Hampshire CC, with Surrey CC acting as a delivery partner. SCC services are currently providing support via the STEP programme include the Youth offending service; Surrey SVS, and SCC alternative learning programmes.

S-SKILLS FOR HIGHWAYS

- 41. S-Skills for Highways is an innovative partnership between Surrey County Council and Kier Highways that brings vulnerable young people who are the furthest from employment into the workplace through a supported programme.
- 42. S-Skills for Highways engages young people who are not engaged in education, employment or training (NEETs) and/or those with special educational needs,

with an intention of carrying out basic highway works in the community.

43. The current model supports 24 candidates per year, in three cohorts, engaged in meaningful work, giving the right balance of sustainability, throughput and benefit for the local authority. Young people engaged on the programme will be generally in the care of SCC Youth Support Service, Adult Social Care and Surrey Choices, so during their time working within S-Skills for Highways, Case workers and managers can prioritise and support their highest-need individuals.

44. This is a high Social Value initiative, with a target of 50% of entry to mainstream employment. Social value is created within the individual, the local authority and the wider society.

Fig 4. S-Skills for Highways Outcomes 2019/20:

Delivery	Outcomes
7 cohorts	12 full time Kier Apprenticeship offered
89 candidates	10 full time jobs with others
Over 9,600 hours of paid work trial	10 returned to education

Surrey Outdoor Learning

45. Partnership working with Surrey Outdoor Learning is currently targeting young people in year 13 who are NEET.

The Skill Mill Surrey

46. The Skill Mill is a new project to Surrey, that works with young people aged 16-18 on the margins of the job market and aims to provide paid work and the opportunity to learn new skills and gain qualifications in the construction and land management industries.

2020 transition funding for young people in alternative provision in Year 11

47. In June 2020, the DfE recognised that the cohort of learners who are educated in alternative provision (AP) was at a greater risk of becoming not in education, employment or training than their peers and that the risks had increased since

schools were closed for most pupils in the summer term. The DfE identified that without substantial transition support, many of the current year 11s in AP were at a heightened risk this year of becoming NEET.

48. Bespoke, needs-based interventions were needed to support this group of year 11 pupils transition into post-16 provision successfully. Therefore, the DfE provided a one-off funding allocation for alternative provision and for schools and colleges that support year 11 students into post-16 education.

49. Some alternative provisions such as pupil referral units (PRUs) were eligible to automatically claim the funding, with colleges needing to pre-apply. Where there was a disparity in the funding allowance, SCC provided top up funding in order to provide equitable support. This funding was to support engagement and transition activities in clouding mentoring, coaches, and enhanced onsite support.

50. In order to ensure as many Surrey pupils accessed this additional support, SCC officers liaised directly with the relevant colleges to support in the application process and matched funding when this was not available through the DfE scheme.

Conclusions:

51. There are various cross cutting work streams that already exist within SCC directorates and services. By implementing the emerging Participation Strategy, this will provide an overarching focus and direction. It aims to be aspirational yet practical in challenging the Council to continuously improve performance in identifying, engaging and effectively supporting those who are NEET, or at risk of becoming so.

Recommendations:

52. Key recommendations include:

- Launch the emerging Surrey Participation Strategy
- Note and support the following key service activities to improve outcomes for children and young people:
 - Embed a corporate focus, sense of ownership and accountability for achieving ambitions for the NEET and at risk of NEET cohort.

- Understand the NEET and at risk of NEET cohort better through improved tracking systems.
- Establish a robust evidence base to inform the development and commissioning of NEET prevention services and support for those not meeting their duty to participate post-16.
- Maximise funding opportunities to build capacity across the sector to support those who are, or at greatest risk of becoming, NEET.
- Strengthen collaboration between services and consolidate and develop the team to address the needs of target NEET cohort in order to reduce the number of young people not in education, employment or training.
- Implementation of the Social Value Framework to support the careers agenda for vulnerable young people.

Next steps

53. To ensure that the participation priorities identified for vulnerable young people in Surrey are implemented, including:

- Continuously increasing our understanding of the Surrey's vulnerable young people and facilitating operational developments to deliver the most appropriate and effective intervention.
- Facilitating the development of pathways that ensure that those most in need of targeted interventions are identified and supported in the most appropriate, timely and effective way.
- Ensuring that all our Looked after Children and Care Leavers receive individually tailored, on-going support, information and guidance and that we understand the needs of our SEN young people to facilitate appropriate provision locally.
- Effectively identifying young people who are vulnerable according to the multiple factors and characteristics that make a young person vulnerable in order to ensure that the right support is made available to those who need it most and to improve outcomes.
- Proactively prioritising young people for preventative support if they are part of a vulnerable group.

- Providing staff working with young people who are NEET and in one of the key vulnerable groups with support to enable participation, which may require support beyond statutory interventions to enable this to be achieved.

Annex

Annex 1 – Feedback from a young person

Report Contact details

Louise Ling, Service Manager for Educational Effectiveness

Louise.ling@surreycc.gov.uk

Sources/background papers

ⁱ <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

ⁱⁱ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683698/Applying_corporate_parenting_principles_to_looked-after_children_and_care_leavers.pdf

ⁱⁱⁱ https://www.surreycc.gov.uk/_data/assets/pdf_file/0009/238833/P16-Provision-and-Resource-QRG-2020-21-v1.3.pdf

^{iv} <https://files.ofsted.gov.uk/v1/file/50004443>

^v <https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning>

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CHILDREN, FAMILIES, LIFELONG LEARNING AND
CULTURE SELECT COMMITTEE

WEDNESDAY, 20 JANUARY 2021



Recommendation and Actions Tracker and Forward Work Programme

1. The Select Committee is asked to review its actions and recommendations tracker and forward work programme.

Recommendation:

- That the Committee reviews the attached forward work programme and its recommendations tracker, making suggestions for additions or amendments as appropriate.

Next Steps:

The Select Committee will review its work programme and recommendations tracker at each of its meetings.

Report contact: Benjamin Awkal, Scrutiny Officer

Contact details: Benjamin.awkal@surreycc.gov.uk

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**CHILDREN, FAMILIES, LIFELONG LEARNING AND CULTURE SELECT COMMITTEE
ACTIONS AND RECOMMENDATIONS TRACKER
JANUARY 2021**

The actions and recommendations tracker allows Committee Members to monitor responses, actions and outcomes against their recommendations or requests for further actions. The tracker is updated following each meeting. Once an action has been completed, it will be shaded green to indicate that it will be removed from the tracker at the next meeting.

KEY			
	No Progress Reported	Action In Progress	Action Completed

Meeting	Item	Recommendations/Actions	Update/Response	Responsible Officer/Member
21 January 2020	Corporate Parenting Strategy [Item 6]	i. The Committee to review progress against aspirations in the strategy via an annual report in January and take evidence from partners.	This has been added to the Select Committee's Forward Work Programme for the March 2021 meeting of the Select Committee.	
28 July 2020	Update on the Schools Alliance for Excellence [Item 6]	i. For the Cabinet Member for All-Age Learning give an update on the work of the Schools Alliance for Excellence at the January 2021 meeting of the Select Committee.	A report will be presented to the Select Committee at its meeting on 20 January 2021.	Julie Iles, Cabinet Member for All-Age Learning.
		ii. For the Director to provide information regarding exam results and education performance of disadvantaged children in Surrey to the Select Committee when the data became available (November 2020)	A report will be presented to the Select Committee at its meeting on 20 January 2021.	Liz Mills, Director – Education, Learning and Culture.

		iii.	For the Director to share the cost of consulting on the establishment of SAfE with the Select Committee.	Information requested. The Director is preparing a response.	Liz Mills, Director – Education, Learning and Culture.
21 September 2020	Questions and Petitions [Item 4]	i.	For the proportion of looked-after children and care leavers living in independent accommodation, and the steps taken to safeguard such young people from criminal exploitation, to be shared with the Select Committee.	Information requested. The Assistant Director is preparing a response.	Jo Rabbitte, Assistant Director – Children’s Resources
	Verbal Update on the Reopening of Schools [Item 6]	i.	To share the numbers of children and staff in special education settings who had tested positive for COVID-19 since the reopening of schools.	Information requested. The Assistant Director is preparing a response.	Jane Winterbone, Assistant Director, Education.
		ii.	To ascertain why some children in Epsom had been turned away from public transport to school.	Information requested. The Director is preparing a response.	Liz Mills, Director – Education, Learning and Culture
14 December 2020	Update on the Implementation of the SEND Task Group [Item 5]	I.	The Select Committee notes the significant work underway to implement the SEND transformation programme and the recommendations of the SEND Task Group; and the Cabinet Member for All-Age Learning report with a progress update to	This has been added to the Forward Work Programme. An update on the Children’s Improvement Programme will be provided to the Select Committee at its meeting on 18 October 2021.	Julie Iles, Cabinet Member for All-Age Learning Liz Mills, Director – Education, Learning and Culture

		<p>the Select Committee in October 2021.</p>		<p>Mary Burguières, Assistant Director – Systems and Transformation</p>
		<p>II. That the Director – Education, Learning and Culture share the re-designed outreach offer, once it is complete, with the Children, Families, Lifelong Learning and Culture Select Committee.</p>	<p>The Director has been informed and agreed to share the resigned outreach offer once complete.</p>	<p>Liz Mills, Director – Education, Learning and Culture</p>
		<p>III. That the Children, Families, Lifelong Learning and Culture Directorate apprise the Children, Families, Lifelong Learning and Culture Select Committee of all consultations as soon as practicable.</p>	<p>Officers agreed with this recommendation.</p>	<p>CFLLC Directorate</p>
	<p>Cabinet Response to the Report of the No Wrong Door Task Group [Item 6]</p>	<p>I. The assurances provided by the Cabinet Member for Children, Young People and Families in respect of recommendations 1, 2 and 8 of the Report of the No Wrong Door Task Group satisfactorily address the concerns underlying those recommendations.</p>	<p>Noted.</p>	

		<p>II. The Children, Families, Lifelong Learning and Culture Select Committee endorses the decisions of the Cabinet Member for Children, Young People and Families to proceed with the accreditation of Surrey County Council's No Wrong Door service by North Yorkshire County Council and to maintain the name 'No Wrong Door' for the service.</p>	Noted.	
Scrutiny of the 2021/22 Draft Budget and Medium-Term Financial Strategy [Item 7]	I.	That, subsequent to this meeting, the Children, Families, Lifelong Learning and Culture Select Committee will agree wording for inclusion in the report regarding the draft Budget and Medium-Term Financial Strategy which is to be prepared jointly by the council's four select committees.	The Select Committee agreed a budget conclusion.	The Select Committee
Children's Improvement Update [Item 8]	I.	That the Children, Families, Lifelong Learning and Culture Directorate provide a further update on the Children's Improvement Programme to the Children, Families, Lifelong Learning and Culture Select Committee in July 2021; and that update include the findings of any Ofsted monitoring and future	This has been added to the Forward Work Programme. An update on the Children's Improvement Programme will be provided to the Select Committee at its meeting on 14 July 2021.	<p>Mary Lewis, Cabinet Member – Children, Young People and Families</p> <p>Tina Benjamin, Director – Corporate Parenting</p>

		thematic audits, with audit findings broken down by quadrant.		Jacque Burke, Director – Family Resilience and Safeguarding
		II. That the Children, Families, Lifelong Learning and Culture Directorate report on the Youth Offending Service to the Children, Families, Lifelong Learning and Culture Select Committee in July 2021.	This has been added to the Forward Work Programme. An update on the Youth Offending Service will be provided to the Select Committee at its meeting on 14 July 2021.	Mary Lewis, Cabinet Member – Children, Young People and Families Jacque Burke, Director – Family Resilience and Safeguarding
		i. The Director – Family Resilience and Safeguarding to provide the Select Committee with a written response detailing the use of youth centres during the national lockdown in November 2020 and the associated costs.	Information requested. The Director is preparing a response.	Jacque Burke, Director – Family Resilience and Safeguarding

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Children, Families, Lifelong Learning and Culture Select Committee Forward Work Programme 2021

Children, Families, Lifelong Learning and Culture Select Committee (Chairman: Mrs Kay Hammond, Scrutiny Officer: Benjamin Awkal, Democratic Services Assistant: Bryony Crossland Davies)

Date of Meeting	Scrutiny Topic	Description	Outcome	Cabinet Member / Officer
11 MARCH 2021	Alternative Provision	The alternative education provided for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made.	Review the support available; identify areas of good practice and areas for improvement.	Julie Iles, Cabinet Member for All-Age Learning Liz Mills, Director – Education, Learning and Culture

	<p>Corporate Parenting Annual Report</p>	<p>The first annual report of the council's work with looked-after children following the adoption of a new strategy.</p>	<p>Assurance that the council is performing against the aspirations included in the Corporate Parenting Strategy</p>	<p>Mary Lewis, Cabinet Member for Children, Young People and Families Tina Benjamin, Director – Corporate Parenting</p>
	<p>Cultural Services</p>	<p>An update on the Council's cultural services.</p>	<p>Committee to understand available services, and challenges and opportunities; and review the impact of the COVID-19 pandemic on cultural services and the response thereto.</p>	<p>Julie Iles, Cabinet Member for All-Age Learning Liz Mills, Director – Education, Learning and Culture</p>
	<p>Adult and Community Education</p>	<p>An overview of the Council's adult learning services.</p>	<p>Committee to understand the role of adult and community education, including in respect of COVID-19 recovery, the available provision and how it is funded and delivered, and the challenges and opportunities faced by the Council in this area.</p>	<p>Julie Iles, Cabinet Member for All-Age Learning Liz Mills, Director – Education, Learning and Culture</p>

	Library Transformation	Scrutiny of changes to the council's library offer to ensure value for money and benefit to residents.	Select Committee updated on progress of project; to review aims and methodology, particularly in light of the COVID-19 pandemic, and anticipated impact on residents.	<p>Julie Iles, Cabinet Member for All-Age Learning</p> <p>Mark Nuti, Deputy Cabinet Member – Support to the Leader</p> <p>Marie Snelling, Executive Director – Communities and Transformation</p> <p>Liz Mills, Director – Education, Learning and Culture</p>
14 JULY 2021	Youth Offending Service	<i>In development</i>	<i>In development</i>	<p>Mary Lewis, Cabinet Member – Children, Young People and Families</p> <p>Jacquie Burke, Director – Family Resilience and Safeguarding</p>
	Children's Improvement Update	Committee to be apprised of the progress of the council's children's improvement programme.	Lead Member for Children and Senior Officers held to account	<p>Mary Lewis, Cabinet Member – Children, Young People and Families</p> <p>Tina Benjamin, Director – Corporate Parenting</p> <p>Jacquie Burke, Director – Family Resilience and Safeguarding</p>

18 OCTOBER 2021	EWMH services	To scrutinise the performance of the new EWMH services, which are to commence in April 2021, having particular regard to the efficacy of early intervention.	To review the implementation and first six months of the new service to seek assurance that it is efficient and improving outcomes for service users.	TBC
	Update on the development, implementation and impact of the No Wrong Door service	Committee to be updated on the development and implementation a No Wrong Door service, and apprised of the impact of that service, following the report of the No Wrong Door Task Group.	Select Committee receives assurance regarding the implementation of the Task Group's recommendations and the efficacy of the service; and identifies learning opportunities.	Mary Lewis, Cabinet Member for Children, Young People and Families Tina Benjamin, Director – Corporate Parenting
	SEND Transformation Update	<i>In development</i>	<i>In development</i>	Julie Iles, Cabinet Member for All-Age Learning Liz Mills, Director – Education, Learning and Culture Mary Burguieres, Assistant Director – Systems and Transformation
Items to be Scheduled				
TBC	Outcomes of Family Resilience Service	To review the impact of the change in service approach following a period of embedding.	<i>In development</i>	Mary Lewis, Cabinet Member for Children, Young People and Families Jacquie Burke, Director – Family Resilience & Safeguarding

	Review of School Governance Arrangements	For the outcome of the review of school governance arrangements in Surrey to be reported to the Select Committee.	For the Select Committee to be apprised of the findings of the review	<p>Julie Iles, Cabinet Member for All-Age Learning</p> <p>Liz Mills, Director – Education, Learning and Culture</p>
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Standing Items

- **Six-monthly performance report**

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