



SCRUTINY BOARD (CHILDREN'S SERVICES)

Meeting to be held in Civic Hall, Leeds, LS1 1UR on
Thursday, 30th March, 2017 at 9.45 am

(A pre-meeting will take place for ALL Members of the Board at 9.15 a.m.)

MEMBERSHIP

Councillors

- J Akhtar - Hyde Park and Woodhouse;
- S Bentley (Chair) - Weetwood;
- D Cohen - Alwoodley;
- N Dawson - Morley South;
- C Dobson - Killingbeck and Seacroft;
- J Elliott - Morley South;
- C Gruen - Bramley and Stanningley;
- M Iqbal - City and Hunslet;
- P Latty - Guiseley and Rawdon;
- K Renshaw - Ardsley and Robin Hood;

Co-opted Members (Voting)

- Mr E A Britten - Church Representative (Catholic)
- Mr A Graham - Church Representative (Church of England)
- Ms L Nichols - Parent Governor Representative (Primary)
- Ms J Ward - Parent Governor Representative (Secondary)
- Ms J Hazelgrave - Parent Governor Representative (Special)

Co-opted Members (Non-Voting)

- Ms C Foote - Teacher Representative
- Ms K Jan - Teacher Representative
- Mrs S Hutchinson - Early Years Representative
- Ms C Hopkins - Young Lives Leeds
- Ms C Bewsher - Looked After Children and Care Leavers

Principal Scrutiny Advisor:
Sandra Pentelow
Tel: 24 74792

Produced on Recycled Paper

A G E N D A

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1			<p>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</p> <p>To consider any appeals in accordance with Procedure Rule 25* of the Access to Information Procedure Rules (in the event of an Appeal the press and public will be excluded).</p> <p>(* In accordance with Procedure Rule 25, notice of an appeal must be received in writing by the Head of Governance Services at least 24 hours before the meeting).</p>	
2			<p>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</p> <p>1 To highlight reports or appendices which officers have identified as containing exempt information, and where officers consider that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, for the reasons outlined in the report.</p> <p>2 To consider whether or not to accept the officers recommendation in respect of the above information.</p> <p>3 If so, to formally pass the following resolution:-</p> <p>RESOLVED – That the press and public be excluded from the meeting during consideration of the following parts of the agenda designated as containing exempt information on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information, as follows:</p> <p>No exempt items have been identified.</p>	

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3			<p>LATE ITEMS</p> <p>To identify items which have been admitted to the agenda by the Chair for consideration.</p> <p>(The special circumstances shall be specified in the minutes.)</p>	
4			<p>DECLARATION OF DISCLOSABLE PECUNIARY INTERESTS</p> <p>To disclose or draw attention to any disclosable pecuniary interests for the purposes of Section 31 of the Localism Act 2011 and paragraphs 13-16 of the Members' Code of Conduct.</p>	
5			<p>APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTES</p> <p>To receive any apologies for absence and notification of substitutes.</p>	
6			<p>MINUTES - 23 FEBRUARY 2017</p> <p>To confirm as a correct record, the minutes of the meeting held on 23 February 2017.</p>	1 - 6
7			<p>DIRECTORS RESPONSE TO SCRUTINY INQUIRY - ASPIRE, EMPOWER, ACCOMPLISH - SUPPORTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES IN LEEDS & JOINT LOCAL AREA SEND INSPECTION IN LEEDS</p> <p>To consider the report of the Head of Corporate Governance and Scrutiny Support which provides the Scrutiny Board with the outcome of the Joint local area SEND inspection in Leeds.</p> <p>The report of the Director of Children's Services in response to the Scrutiny Inquiry Aspire, Empower, Accomplish - Supporting Young People with Special Educational Needs and Disabilities in Leeds to follow.</p>	7 - 34

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8			<p>LEARNING FOR LEEDS OVERVIEW</p> <p>To consider the report of the Director of Children's Services which summarises the work undertaken to ensure the statutory duty to provide learning places is being met and outlines the challenges to meet in future.</p>	35 - 54
9			<p>INNOVATION FUNDING</p> <p>To consider the report of the Head of Corporate Governance and Scrutiny Support and appended Executive Board report of the 22 March 2017 which outlines the three year investment in the city's services for children and families and how this investment will be utilised.</p>	55 - 62
10			<p>WORK SCHEDULE</p> <p>To agree the Board's work schedule for the remainder of the municipal year.</p>	63 - 68
11			<p>DATE AND TIME OF NEXT MEETING</p> <p>Thursday, 27 April 2017 at 9:45am (pre-meeting for all Board members at 9:15am)</p>	

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			<p>THIRD PARTY RECORDING</p> <p>Recording of this meeting is allowed to enable those not present to see or hear the proceedings either as they take place (or later) and to enable the reporting of those proceedings. A copy of the recording protocol is available from the contacts on the front of this agenda.</p> <p>Use of Recordings by Third Parties – code of practice</p> <ul style="list-style-type: none"> a) Any published recording should be accompanied by a statement of when and where the recording was made, the context of the discussion that took place, and a clear identification of the main speakers and their role or title. b) Those making recordings must not edit the recording in a way that could lead to misinterpretation or misrepresentation of the proceedings or comments made by attendees. In particular there should be no internal editing of published extracts; recordings may start at any point and end at any point but the material between those points must be complete. 	

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SCRUTINY BOARD (CHILDREN'S SERVICES)

THURSDAY, 23RD FEBRUARY, 2017

PRESENT: Councillor S Bentley in the Chair

Councillors J Akhtar, D Cohen, N Dawson,
C Dobson, J Elliott, C Gruen, M Iqbal,
P Latty and K Renshaw

CO-OPTED MEMBERS (VOTING)

Mr E A Britten – Church Representative (Catholic)
Mr A Graham – Church Representative (Church of England)
Ms L Nichols – Parent Governor Representative (Primary)
Mrs J Ward – Parent Governor Representative (Secondary)

CO-OPTED MEMBERS (NON-VOTING)

Ms C Foote – Teacher Representative
Ms K Jan – Teacher Representative
Mrs S Hutchinson – Early Years Representative
Ms C Hopkins – Young Lives Leeds

56 Late Items

There were no late items.

57 Declaration of Disclosable Pecuniary Interests

There were no disclosable pecuniary interests declared to the meeting, however the following matters were brought to the attention of the Scrutiny Board for information:

- Councillors S Bentley, P Latty and L Mulherin advised that they were members of a Children's Centre Advisory Board.

The above Members remained present for the duration of the meeting.

58 Apologies for Absence and Notification of Substitutes

An apology for absence was submitted by Councillor S Field.

59 Minutes - 15 December 2016

RESOLVED – That the minutes of the meeting held on 15 December 2016 be approved as a correct record.

60 Scrutiny Inquiry - Children's Centres

The Head of Governance and Scrutiny Support submitted a report which presented information as part of the Board's inquiry into Children's Centres.

Draft minutes to be approved at the meeting
to be held on Thursday, 30th March, 2017

The following information was appended to the report:

- Scrutiny Board (Children's Services) Leeds CCGs briefing.

The following were in attendance:

- Councillor Lisa Mulherin, Executive Board Member, Children and Families
- Councillor Jane Dowson, Deputy Executive Board Member, Children and Families
- Sue Rumbold, Chief Officer, Partnership Development and Business Support
- Andrea Richardson, Head of Service, Learning for Life
- Sharon Yellin, Consultant in Public Health
- Amanda Ashe, Children's Centres and Early Help Lead
- Clare Slaney, Service Delivery Manager, Children's Services
- Sarah Lovell, Associate Director of Commissioning, Leeds South and East CCG.

The key areas of discussion were:

- Feedback and key issues arising from scrutiny visits to children's centres in January.
- Concern about the poor quality accommodation of some children's centres.
- Concern about the reported poor standards of private rented housing.
- The need to support families living in rural settings that were isolated.
- The positive difference that staff at children's centres had made to the lives of children and families.
- The positive integration of Bankside Primary School and Bankside Children's Centre.
- Clarification regarding the potential to expand New Bewerley EYFS provision into the former library located within the Dewsbury Road One Stop Centre.
- The need for an improved online communication and marketing strategy to provide easily accessible information regarding city-wide children's centre provision and the relevant services provided.
- The demand for speech and language support at children's centres in relation to the Best Start Plan, particularly in areas with high EAL levels. The Board expressed concern regarding a reduction in health services resources.
- The need to ensure that families were supported to implement positive child development practice outside of educational settings.
- Development of a partnership approach and the key involvement of clusters.
- Enhanced CCG funding in the south and east and clarification regarding funding from the north and west CCG's.

- Targeting investment in areas of greatest need, particularly in terms of reducing health inequalities.
- The extent to which CCG's felt they received a return on their investment into services provided through children's centres.
- The types of support for children and families with mental health difficulties.
- Concern about the impact of public health funding reduction and the impact on service delivery, particularly early intervention programmes.
- Concern about the change in structure of some clusters and the impact on targeted provision in children's centres.
- Clarification sought regarding the benefits of children's centres attached to schools and the extent to which seamless transition between children's centres and schools were consistent city-wide.
- The link and essential relationship between children's centres and children's social services, and the developing model in the JESS cluster.

RESOLVED – That the issues raised as part of the Board's inquiry into Children's Centres, be noted.

(Mr T Britten and Mrs S Hutchinson left the meeting at 11.45am, Ms K Jan at 11.50am and Councillor K Renshaw at 12 noon, during the consideration of this item.)

61 Youth Activity Funding

The Assistant Chief Executive (Citizens and Communities) submitted a report which provided an update on the delivery of the Youth Activity Fund with a particular focus on the progress with the recommendations made by the Scrutiny Board (Children's Services) on 25 February 2016.

The following information was appended to the report:

- Youth Activity Fund Steering Group – Terms of Reference
- Communities Team – Summer Peer Inspections of Youth Activity Fund Activities 2016
- Proposed Best Practice Youth Activities Fund Model
- Community Committee Children and Families Sub Group – Draft Terms of Reference
- Youth Activity Fund Attendance Data and Budget Allocation.

The following were in attendance:

- Councillor Lisa Mulherin, Executive Board Member, Children and Families
- Councillor Jane Dowson, Deputy Executive Board Member, Children and Families
- Sue Rumbold, Chief Officer, Partnership Development and Business Support
- Andrea Richardson, Head of Service, Learning for Life

Draft minutes to be approved at the meeting
to be held on Thursday, 30th March, 2017

- Martin Dean, Area Leader (South East Leeds)
- Aretha Hanson, Area Officer (South East Leeds).

The key areas of discussion were:

- Progress regarding the recommendations made at the February 2016 Board meeting.
- Clarification sought regarding some of the financial information contained in the report, particularly the level of underspend. It was suggested that further, more detailed information be presented to the Board, to include clarification regarding the formula for allocating funding to community committees.
- Clarification regarding the spending of wellbeing funding on youth activities in areas where YAF was considered to be underspent.
- The need to ensure that activities were publicised to all groups, particularly children and young people with SEND and BME groups.
- Support for the development of an 'app' to publicise activities.
- Confirmation that the process for bringing together the application for youth activity funding and community committee wellbeing funding had been completed. In addition, the Breeze Card requirements to access events had also been reviewed and simplified.
- Clarification sought regarding the quality of information gathered from youth activity consultations and peer inspections.
- Concern about the consistency of high-quality feedback across the city, particularly within the inner west area, which should be utilised to inform the commissioning / funding of future schemes.
- The need to implement a city-wide steering group to monitor the quality of planned activities and feedback and ensure the attainment of city-wide value for money.
- A request that future financial detail concerning YAF was scheduled for discussion after the end of the financial year to assess total underspend for each community committee.

RESOLVED – That the Scrutiny Board (Children's Services):

- (a) Continues to endorse the establishment of a steering group to further improve and develop quality, practice and outcomes relating to community committees funding and support of youth activities.
- (b) Recommends continued work to ensure city-wide best practice regarding the engagement of children and young people in the decision making processes of committees.
- (c) Recommends that the full peer inspection activities report be provided to the Board.
- (d) Requests that a further update report be brought to the Board for consideration of:
 - Investment made in youth activities and the total annual YAF spend 2016/17 by community committees.
 - The inclusion of SEND and BME groups in youth activities and how activities were promoted in relation to hard to reach groups.

- A progress update regarding the recommendations made by the Board.

(Councillor M Iqbal left the meeting at 12.25pm and Mr A Graham at 12.35pm, during the consideration of this item.)

62 Scrutiny Inquiry Report - Aspire, Empower, Accomplish - Supporting Young People with Special Educational Needs and Disabilities in Leeds

The Head of Governance and Scrutiny Support submitted a report which presented for approval the draft scrutiny inquiry report 'Aspire, Empower, Accomplish – Supporting Young People with Special Educational Needs and Disabilities in Leeds'.

The following were in attendance:

- Barbara Newton, Head of Service, Complex Needs.

RESOLVED – That the Board approves the draft scrutiny inquiry report 'Aspire, Empower, Accomplish – Supporting Young People with Special Educational Needs and Disabilities in Leeds'.

63 Work Schedule

The Head of Governance Services and Scrutiny Support submitted a report which invited Members to consider the Board's work schedule for the 2016/17 municipal year.

The Board discussed potential scrutiny of behaviour management (currently an unscheduled item) at the April meeting.

It was also requested that an overview of the cluster model and associated structures be provided to a future Board meeting.

RESOLVED – That subject to the above comments and any on-going discussions and scheduling decisions, the Board's outline work schedule be approved.

(Councillor J Akhtar left the meeting at 1.00pm during the consideration of this item.)

64 Date and Time of Next Meeting

Thursday, 30 March 2017 at 9.45am (pre-meeting for all Board Members at 9.15am)

(The meeting concluded at 1.05pm)

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Report of Head of Corporate Governance and Scrutiny Support

Report to Scrutiny Board (Children's Services)

Date: 30 March 2017

Subject: Directors Response to Scrutiny Inquiry - Aspire, Empower, Accomplish – Supporting Young People with Special Educational Needs and Disabilities in Leeds & Joint local area SEND inspection in Leeds

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

- 1 At the meeting in June 2015, the Scrutiny Board (Children's Services) considered its work programme for the 2015/16 municipal year and resolved to undertake an inquiry into Supporting Young People with Special Educational Needs and Disabilities in Leeds.
- 2 Terms of reference for this inquiry were agreed on the 10th of September 2015 when it was agreed that the inquiry would be undertaken with significant focus on the challenges that face young people from year 9 onwards, in education, transition to adult life and into employment or training.
- 3 The Board agreed its inquiry report on the 23 February 2017 when it resolved to receive the Directors formal response on the 30 March 2017 along with the outcomes of the recent Joint local area SEND inspection in Leeds.
- 4 The Directors response to recommendations made in the Scrutiny Inquiry will be issued as late supplementary information in advance of the meeting, as appendix 1. The Joint local area SEND inspection report and subsequent report to Executive Board dated the 22nd of March 2017 is attached as appendix 2.

Recommendations

- 5 The Scrutiny Board (Children's Services) is recommended to:
- a. consider the response provided as appendix 1 following its inquiry into Supporting Young People with Special Educational Needs and Disabilities in Leeds.
 - b. consider the outcome of the Joint Local Area SEND inspection and make recommendations as deemed appropriate.

Background documents

- 6 None used¹

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Report of Director of Children's Services
Report to Executive Board
Date: 22nd March 2017
Subject: Leeds joint area inspection of services for children and young people with Special Educational Needs and Disabilities (SEND)


Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

1. In May 2016, Ofsted and the Care Quality Commission launched an inspection framework to cover children's services and health arrangements for children and young people with SEND, in accordance with the Children and Families Act (2014).
2. Leeds was the fifteenth local authority to be inspected under this new framework, with a one-week inspection taking place in December 2016. The outcome letter for the inspection was published on 16 February 2016 (appendix three).
3. Inspectors noted a number of key strengths in Leeds, and identified some areas for development which the local authority and health services were already aware of. An action plan to address these areas for development will be monitored through the Complex Needs Partnership Board.

Recommendations

1. Executive Board is recommended to note and comment upon the report, and the outcome of Leeds' SEND inspection
2. Executive Board is recommended to note and approve the proposals for the post-inspection action plan to address areas for development to be monitored by the re-configured Steering Group, which reports in to the Complex Needs Partnership Board chaired by the Executive Member for Children and Families.

3. Executive Board is recommended to note that the responsible officer is the Head of Complex Needs.

1 Purpose of this report

- 1.1 This report provides Executive Board with an overview of the changes to services for children with Special Educational Needs and Disabilities (SEND), introduced by the Children and Families Act (2014), and the joint Ofsted and Care Quality Commission (CQC) framework for inspecting local area arrangements to implement the Act.
- 1.2 The report notes the findings of the Leeds SEND inspection which took place in December 2016, and outlines the next steps that will be taken to address the areas for development that inspectors identified.

2 Background information

- 2.1 As noted in a report to Executive Board in September 2014, the Children and Families Act of 2014 introduced changes to a number of areas, including family justice and care. However, the changes in the Act to services for children and young people with SEND were the most significant in 30 years, and included:
- Local authorities are now required to produce a 'local offer' of services for children and young people with SEND and their families. This should clearly set out services available locally for those aged 0-25 years with SEND, and how to access these services.
 - Statements of Special Educational Needs (Statements) and Learning Difficulty Assessments (LDAs) must be replaced with Education, Health and Care Plans (EHCPs). EHCPs cover the 0-25 years age range for children and young people with complex needs which should be child centred, and must focus on outcomes including preparation for adulthood. All existing SEN Statements must be converted to EHCPs by April 2018.
 - Local authorities, as part of the EHCP process, are required to offer families the option of a personal budget, which can be managed in different ways to increase families' self-direction, choice and control.
 - Complex Needs services (or their equivalents in other local authorities) are required to work in a more integrated way with social work and health services, including through the joint commissioning of support and services. Health services are required to have a designated medical officer/ clinical officer to lead on implementation of the SEND reforms.

For more detail on the changes to SEND introduced by the Act, please see the one minute guide (appendix one).

- 2.2 Leeds' work to implement the changes in the Children and Families Act was and continues to be managed through the Complex Needs Partnership Board, chaired by the Executive Member for Children and Families, which includes strong representation from health partners and the EPIC Leeds parents' forum. Leeds City Council children's services and health colleagues work closely through the Interagency Children and Families Act Implementation Steering Group (the

Steering Group), which includes representation from the third sector, to manage the operational implementation of the changes.

- 2.3 The Department for Education provided £1.45m of grant funding for Leeds to support the implementation of the SEND reforms in 2014-15, with further funding in the following year. The funding covered additional expenditure associated with implementing the changes, including transferring children and young people to EHCPs from SEN Statements and extending support and services up to the age of 25 for young people with SEND.
- 2.4 In May 2015, Ofsted and the Care Quality Commission (CQC) introduced a new framework for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people with SEND, and to evaluate the effectiveness of the local area in fulfilling the new duties introduced by the Children and Families Act (2014).
- 2.5 The inspection framework focuses on three key aspects of the effectiveness of the local area, in:
- Identifying children and young people with SEND;
 - Assessing and meeting the needs of children and young people with SEND; and
 - Improving outcomes for children and young people with SEND.
- 2.6 The inspections are not graded, and outcomes of an inspection are reported in a letter to key agencies in each local area which outlines strengths and areas for development identified by inspectors and which is published on both the Ofsted and the CQC websites. For more information about the inspection framework, please see the one minute guide attached at appendix two.

3 Main issues

- 3.1 Joint planning for the potential SEND inspection was underway before the publication of the inspection framework, and included sub-groups looking at communications and logistics, as well as contact with and visits to local areas which had participated in pilot SEND inspections to learn from their experiences. A number of documents were prepared for use in the event of an inspection, including draft notification emails, briefing notes and draft timetables. Colleagues also worked on analysing the published outcome letters from previous inspections.
- 3.2 Leeds received notification of the SEND area inspection on 28th November 2016, and inspectors were on site during the following week (5th – 9th December inclusive). At the point of receiving the notification, Ofsted and the CQC had published outcome letters from ten previous SEND inspections, which means that Leeds was included in the very early phases of the five-year inspection framework.

- 3.3 The inspection was conducted by a team of three; a lead inspector and an additional inspector from Ofsted, and one inspector from the CQC. They requested a range of information during the notification week, including various data items and the local area's SEND self-assessment. The CQC had a separate list of information requests which had to be submitted prior to the arrival of the inspection team. This activity was co-ordinated by the Commissioning Lead – Children and Maternity Services, NHS Leeds CCGs.
- 3.4 During their week on-site in Leeds, the inspection team spoke to a number of senior officers from both the local authority and the relevant health trusts and CCGs. They also interviewed a number of parents, both in person and through hosting a webinar, and through speaking to the EPIC Leeds parent forum. Inspectors visited a range of schools and settings, including health centres, a residential home providing short breaks for children and young people with complex needs, and youth groups and focus groups of children and young people. They also conducted telephone interviews with senior leaders at schools outside of the local authority area where the highest numbers of Leeds children are placed (see 3.19).
- 3.5 In addition to interviews with officers, children and families, inspectors reviewed a number of case files held by the local authority, health services and education services. These reviews covered a wide cross-section of children and young people with SEND, including those on child protection plans, those within the criminal justice system and those placed out of authority. Inspectors were looking to explore the consistency of record keeping and information held about each young person across the different case management systems to investigate whether the activity and approach for each case was jointly shared across the different services.
- 3.6 Inspectors also requested a wide range of documents and supporting evidence during the course of the inspection, which numbered in excess of 140 items from the local authority and around the same from health colleagues. Managing such a flow of information in such a short timescale was a challenge, but was well managed by the team in children's services, which was joined by health colleagues for the duration of the inspection. The Head of Service for Complex Needs was the lead officer for the inspection.
- 3.7 The outcomes letter from the Leeds inspection was published on the Ofsted and CQC websites on 16 February 2016, and is available at appendix three. The outcomes letter is consistent with the feedback given to senior leaders at the conclusion of the inspection. It highlights a number of strengths which the city can be justifiably proud of, and identifies some areas for development which senior leaders were already aware of and had acknowledged in their self-assessment.
- 3.8 Key strengths identified by inspectors included the following:
- 3.9 *Children and young people who have special educational needs and/ or disabilities are proud to be citizens of Leeds. They have a real voice in shaping their education, health and care plans. Many make strong progress towards achieving their personal development goals. Children and young people also have a voice in developing new services to meet their different needs.*

- 3.10 *Leaders have maintained and developed services for the youngest children living in vulnerable communities. As a result, children who have delayed development are identified early. Parents of these children report smooth and efficient identification of needs, particularly through their involvement in children's centres.*
- 3.11 *The increased uptake of health checks for children and young people aged 0 to five and five to 19 supports the early identification of children who may have additional needs. Extra checks about bonding and attachment are made by health visitors at the babies' six-to-eight-week review. This supports access to additional services, where needed, to secure the best start to developing good emotional health.*
- 3.12 *Effective planning for adulthood is in place through the early identification of the skills that young people need to achieve their aspirations. For example, the independent travel training programme is ensuring young people have the skills they need to get to the workplace.*
- 3.13 *Leaders have responded to the inadequacy of provision for children and young people who have social emotional and mental health (SEMH) needs. Over the last two years, improved collaboration between education and health professionals, parents and children and young people has led to a range of provision that is substantially different from previous services. The positive impact for children and young people within mainstream schools is beginning to emerge as their needs are now assessed and met.*
- 3.14 *Parents and young people describe the benefits of school-based resourced provisions. Children and young people access specialist support, including support provided by health services, while being included in all aspects of school life with other children. For example, in a resourced provision for deaf and hearing impaired children, deaf children learn about deaf culture, that defines aspects of their lives that they have in common with other deaf people, while being included with their hearing peers. This is supporting their social development and communication skills.*
- 3.15 *Local colleges and some special schools have been instrumental in increasing the range of options to develop work skills, including supported internships. This has increased opportunities for all young people with additional needs, including those who have SEMH needs.*
- 3.16 *The visibility and needs of children and adults with a learning disability in some general practices has increased. The use of the Commissioning for Quality and Innovation (CQUIN) incentive has, for example, identified additional children who had not previously been recorded on learning disability registers. There is more to do to embed this practice.*
- 3.17 *Indicative results for 2016 show that by the end of Year 6 the most able children who have additional support needs made good progress. As a result, a larger proportion of these children reached or exceeded the standards expected for their age in reading, writing and mathematics, when compared with children without special educational needs and/ or disabilities nationally.*

- 3.18 *Most young people indicate that they feel safe in school and when out in Leeds. They confidently identify what they would do if anyone was unkind or disrespectful to them. Multi agency involvement in child protection plans is strong. Records confirm that differing views about what is in the best interest of the child/young person are resolved with respectful debate. Leaders responded swiftly, with great care and sensitivity when concerns about individual young people were brought to their attention during the inspection.*
- 3.19 *Young people placed in schools and settings outside Leeds are in appropriate settings for their needs. Officers have good oversight of these young people and know that they make strong progress towards meeting their personal goals.*
- 3.20 Key areas for development identified by inspectors included the following:
- 3.21 *Leaders have not responded to the significant difference between the proportion of children who have specific learning disabilities, particularly dyslexia, and the proportion seen nationally for the same group. Consequently, leaders have not ensured that all children with specific learning disabilities have their needs identified adequately. Parents and young people have concerns about the impact of unmet needs stemming from dyslexia on their emotional health.*
- 3.22 *The outcomes for children and young people who have special educational needs and/or disabilities, are improving in relation to the progress they make towards their personal development goals and ambitions. However, academic progress is poor, particularly for secondary-age young people who require support for their special educational needs and/ or disabilities.*
- 3.23 *The local area established an unrealistic timetable for the conversion of statements of special educational needs to EHC plans, resulting in unnecessary pressure on schools and colleges. Equally, the timescale has created a log jam, and many reviewed plans are not getting back to parents and schools before the date of the next review meeting.*
- 3.24 *The school nursing service is not commissioned to complete health checks at key points of transition for young people. This commissioning decision limits the opportunity to identify the needs of young people at these crucially important times.*
- 3.25 *In a range of support plans for children and young people who have additional needs, the lack of detailed analysis of the barriers to young people achieving good outcomes weakens their effectiveness. As a result, this group makes slow progress.*
- 3.26 *Children and young people wait too long to have their health needs assessed or checked by some health services. The CCG has secured additional funding to increase resources at Leeds Community Healthcare NHS Trust (LCHT) to reduce waiting times for autistic spectrum disorder assessment because some children have experienced waits of over 52 weeks.*
- 3.27 *Decisions made by LCHT leaders about recruiting speech and language therapists (SALT) to the NHS mainstream provision, and their plans to implement new ways*

of working, are not meeting the needs of children effectively. Children still wait too long to receive their services. More than 600 children in school-based settings and more than 200 children in clinic settings are experiencing prolonged waits that exceed 18 weeks.

- 3.28 *Leaders recognise that the assessment of need for social development outside of the family, through short breaks and leisure activities and including personal budgets and direct payments, is not linked to the EHC planning process. This is causing anxiety and confusion for parents, many of whom feel there is little transparency in how services are allocated to meet identified needs. Leaders' plans show they are going to revisit this element of their offer so that it is better aligned to the EHC planning process.*
- 3.29 *Nearly all of the parents that inspectors spoke to during the inspection did not know of, or use, the Leeds local offer. This means that they miss out on key services or do not know where to get high quality support. The feedback from a small number of parents in August 2016 is being acted upon by leaders and some parents, through the EPIC (empowering parents, improving choices) parents forum, remain involved in improving the offer.*
- 3.30 *Overall, educational outcomes for children and young people who have special educational needs and/or disabilities are poor. Indicative results for 2016 reveal that progress in half the secondary schools is slow, particularly for those who need additional support.*
- 3.31 *Attainment in English and mathematics by the age of 19 remains low for this group. Equally, the proportion of young people aged 17 who have special educational needs and/or disabilities and remain in education or employment with training in 2015 was 82% compared with the national figure of 88%.*
- 3.32 Next Steps:
- 3.33 There is no graded judgement (e.g. good, outstanding etc) applied to the SEND inspection outcomes, which makes direct comparison to other local areas difficult. In addition, the five-year inspection framework is at a very early stage of delivery, and the themes and topics which inspectors are looking at are just starting to emerge.
- 3.34 However, under the inspection framework, Ofsted and the CQC have the power to require local areas to submit a Written Statement of Action where inspectors have identified areas of significant weakness. Of the sixteen outcome letters published to date, four local areas (25% of those inspected) have been required to complete these statements.
- 3.35 Local analysis of published outcome letters indicates that there are some aspects of the framework that have been identified as areas for development in the majority of inspections. For example, at the time of the Leeds inspection, twelve of the thirteen published outcome letters criticised the local area for low parental awareness of the Local Offer. This criticism was also made in Leeds (see 3.28 above), though the letter also separately noted that most parents are confident that their children's needs are being met. It may be that families are familiar with

the services available for their children, but not with the terminology of the 'Local Offer.' This is something that will be addressed in the post inspection action plan.

- 3.36 The areas for development identified by the inspection team show a significant amount of overlap with both the areas for development identified in the local area SEND self-assessment and with the recommendations made in the Scrutiny Inquiry into services for children and young people with SEND. The outcome of the inspection confirms that the local area knows itself well.
- 3.37 As noted above (point 2.2), Leeds already has a well-established multi-agency Steering Group which has directed the implementation of the Children and Families Act reforms. This group will be reconfigured to lead the development work identified through the inspection and through the SEND Scrutiny Inquiry.
- 3.38 Colleagues in Children's Services and health are developing an action plan to address the areas for development identified through the inspection and through the recommendations of the Scrutiny Inquiry. The action plan follows the format of the inspection, with actions broken down into the three categories of identification, assessing and meeting need, and outcomes. The Steering Group will be reconfigured following the publication of the Leeds outcomes letter, and progress against the action plan will be monitored through this group and reported in to the Complex Needs Partnership Board.
- 3.39 One of the key areas for development identified through the inspection process was attainment and educational outcomes for children and young people with SEND. Plans to address this through the SEND action plan will contribute to and link in with ongoing work to improve outcomes for all vulnerable learners across the city.
- 3.40 In recognition of the finding of poor educational outcomes for children and young people with SEND, the local authority has established an SEND Review Group to sit alongside the existing Primary Review Group (PRG), Secondary Review Group (SRG) and Early Years Review Group. This group is chaired by the Head of Complex Needs, and will proactively identify schools where the outcomes for SEND pupils are not good enough and co-ordinate the local authority response to this. The group will raise the profile of vulnerable learners with SEND across the city with children's services partners and schools and academies, and will support our efforts to improve the educational attainment of children and young people with SEND in a systematic and focused way.
- 3.41 Children's Services and health colleagues welcome the outcome of the SEND inspection, and the opportunity to build further on the progress we have already made in improving our services for children and young people with SEND.

4 Corporate Considerations

4.1 Consultation and Engagement

- 4.1.1 Children, young people and families have been engaged fully at all levels of the SEND reforms programme. The parents' forum EPIC Leeds is represented on the Complex Need Partnership Board and has been involved at all stages of

implementing the Children and Families Act. Parental engagement with the inspection process was strong, with parents interviewed by inspectors at a number of schools and settings they visited, and a good response to the webinar the inspectors ran – this is in contrast to the messages from areas which held pilot inspections, who commented that parental input into the webinar was low.

- 4.1.2 Inspectors commented on how children and young people in Leeds with SEND have a real voice in shaping their EHCPs, and that children and young people have a voice in developing new services tailored to meet their particular needs.

4.2 Equality and Diversity / Cohesion and Integration

- 4.2.1 Inspectors commented that children and young people with SEND feel that they are citizens of Leeds, and are proud to be so. This is a significant finding from the inspection, as children and young people with SEND can be vulnerable to exclusion and isolation. The inspection outcome provides evidence that all children and young people can benefit from our efforts to make Leeds a Child Friendly City; though we acknowledge that the areas for development identified through the inspection show that not all children and young people in Leeds are currently able to achieve their full potential, e.g. in relation to educational outcomes.

4.3 Council policies and Best Council Plan

- 4.3.1 The programme to implement the SEND reforms was in line with the Children's Services ambitions, the Best Start, SEN and Learning Improvement strategies. Leeds as a child friendly city was supported by the inclusive and restorative ways the programme has worked to implement the SEND reforms, and the restorative approach taken supports both the local authority and the Health and Wellbeing Board Every Disabled Child Matters charters.

4.4 Resources and value for money

- 4.4.1 The recent commitment from the local authority to invest substantially in new educational provision and partners' investment into redesigned services for children and young people with social, emotional and mental health (SEMH) needs was well-received by the inspection team, who used the approach to the SEMH Future in Mind: Leeds strategy as a benchmark for other improvement drives across the city. The commitment to improving services for these young people was noted a number of times in the outcome letter, for example:
- 4.4.2 *Leaders have responded to the inadequacy of provision for children and young people who have social emotional and mental health (SEMH) needs. Over the last two years, improved collaboration between education and health professionals, parents and children and young people has led to a range of provision that is substantially different to previous services. The positive impact for children and young people within mainstream schools is beginning to emerge as their needs are now assessed and met.*
- 4.4.3 Inspectors recognised that leaders in Leeds have maintained and developed services for the younger children living in vulnerable communities. For example,

through their continued support for children's centres and through improved investment in extra checks by health visitors at babies' six-to-eight-week reviews.

4.5 Legal Implications, Access to Information and Call In

4.5.1 This report is subject to Call In.

4.6 Risk Management

4.6.1 Risks associated with the delivery of the post-inspection and Scrutiny Inquiry action plan will be managed through the Steering Group.

5 Conclusions

5.1 The recent inspection of Leeds' arrangements to support children and young people with SEND and their families has identified a number of significant strengths which are a credit to the local area and the hard work of local authority and health colleagues in implementing the reforms of the Children and Families Act (2014). The inspection also identified a number of areas for development, and the local area welcomes the opportunity to use this intelligence, alongside the recommendations of the recent Scrutiny Inquiry, to make further improvements to our services and ensure that children and young people with SEND are supported to achieve their potential and fully benefit from living and growing up in Leeds.

6 Recommendations

6.1 Executive Board is recommended to note the report, and the outcome of Leeds' SEND inspection.

6.2 Executive Board is recommended to note and approve the proposals for the post-inspection action plan to address areas for development to be monitored by the re-configured Steering Group, which reports in to the Complex Needs Partnership Board chaired by the Executive Member for Children and Families.

6.3 Executive Board is recommended to note that the responsible officer is the Head of Complex Needs.

7 Background documents¹

7.1 None.

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

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One minute guide

Children and Families Act (2014) - Special Educational Needs and disability services

No. 61, March 2016

What is the Children and Families Act (2014)?

The [Children and Families Act](#) brings together a number of changes to legislation around services for vulnerable children and families. The changes cover the family justice system, virtual schools for looked after children, adoption, childcare, shared parental leave and flexible working, and Special Educational Needs and disability (SEND) services.

The provisions in the Act which relate to SEND came into force in September 2014.

What changes does the Act make in relation to SEND?

The Act requires education, health and social care agencies to work more closely together. This includes joint commissioning of services for children and young people with SEND and their families.

It also includes a more integrated approach to assessment and care planning for those with the most complex needs. Statements of SEN and Learning Difficulty assessments will be replaced from 1st September with integrated **Education, Health and Care Plans (EHCPs)**, bringing together practitioners from different agencies to contribute to a single assessment and plan.

The Act also increases personalisation of services and introduces **personal budgets** for EHCPs, allowing families more choice and control over how funding to meet their children's needs is spent.

The Act aims to improve information about services for families through publication of the **Local Offer**. This brings together information about all services for those aged 0-25 with SEND in the area. It also provides a forum for families to give feedback on services and influence service developments.

How does the Leeds Local Offer work?

The Leeds [Local Offer](#) brings together information about all services for children and young people aged 0-25, including education, health, social care, transport, childcare and leisure services. Information is available online, or printed information can be accessed through a telephone service.

The Local Offer also provides a place for families to give feedback on services available across the city. This feedback must be used by the local authority and health agencies to inform commissioning and service development. Details of this must be published, to show families how their input has influenced change.

The Leeds Local Offer was published in September 2014, and will continue to be developed over time based on users' feedback.

What are the implications of the new EHC Plans?

Integrated Education, Health and Care (EHC) needs assessments and plans replace the statutory assessment process and Statements of SEN from September 2014. They also replace post-16 Learning Difficulty Assessments.

The new integrated approach aims to reduce duplication and minimise the need for multiple separate single-agency assessments and care plans. It also aims to give families more input into decision making and to make systems more transparent and person-centred.

EHC plans have more of a focus on outcomes, and on preparation for adult life, than the previous Statements. They can also be available for young people up to the age of 25 in education; the previous age limit was 19 years. The new plans will also be produced more quickly, within 20 weeks rather than the 26 weeks for Statements.

From September 2014, all new requests for assessment will follow the new integrated EHC process, and all existing Statements of SEN will be converted to EHC plans over a three year period. EHC plans will be reviewed annually, as were Statements.

What do personal budgets mean for EHC plans?

Personal budgets refers to the additional funding available to meet the needs of the child or young person and achieve the outcomes identified in their EHC plan.

The Act allows children, young people and families more choice about how this money is spent. There are four options that may be available for families, who can:

Indicate how they would like the money to be spent, and ask services to continue to do so on their behalf (**notional budgets**);

Have the funding paid directly into their bank accounts, to manage and administer themselves (**direct payments**);

Nominate somebody else to manage and administer the funding for them (**third party**);

Choose a combination of any of the above options.

Families will be able to access advice and support to help them consider which personal budget option is right for them.

Where can I find further information?

There is more information available at the Leeds local offer site:

www.leedslocaloffer.org.uk

In addition, you can read the Children and Families Act [blog](#), which describes the changes, and watch the [film](#) made by young people in Leeds about how services have worked together to implement them.

If you have any questions about the Act or its implementation in relation to SEND, please contact the Best Practice Development Team via bpteam@leeds.gov.uk.



One minute guide

OfSTED and CQC framework for inspection of local area services for special educational needs and disabilities (SEND)

No. 122, May 2016

What is the inspection framework for local area SEND services?

From May 2016, [OfSTED](#) and the [Care Quality Commission](#) (CQC) adopted a new inspection framework for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people with special educational needs and disabilities (SEND).

The inspections focus on services delivered and commissioned in a local area for children and young people with SEND and their families by the local authority, health services, early years settings, schools and further education providers. The inspections will include both early help ([guide](#)) services and more targeted or specialist services, covering the full range of SEND needs and not just children and young people with the most complex needs and an Education, Health and Care Plan (EHCP). The inspections will also consider how well these services work in partnership to meet the needs of children and young people and their families.

Each local area will be inspected at least once during a five year period, which means that Leeds could be inspected at any point over the next five years (during term time).

Why have these inspections been introduced?

The Children and Families Act which was introduced in September 2014 ([guide](#)) introduced new statutory duties on local areas in relation to provision for children and young people with SEND, and extended the age range that services must be provided for, from 0-19 years to 0-25 years. The Act was accompanied by the [SEND Code of Practice](#) statutory guidance. The new inspections have been introduced to evaluate the effectiveness of local areas in fulfilling their new duties.

The inspections are designed to focus on support and services provided to children, young people and families after the introduction of the Act in September 2014; however, in practice for individual cases where families who have had a lot of involvement with services over a number of years, inspectors may need to look at support and identification of need prior to 2014.

How will the inspection be carried out?

Local areas will receive notification of the inspection five working days before it begins, and inspectors will be in Leeds for one week. Inspection teams will usually consist of three inspectors, though this may be increased depending on the size and complexity of the local area health economy ([guide](#)).

The inspection will begin with a meeting between the inspection team and senior leaders from the local authority and health partners. Individual inspectors will then attend planned meetings with a range of leaders from education, health, social care and third sector agencies to discuss and evaluate provision for SEND across the local area. They will also meet with children and young people and with their parents and carers to discuss their experiences and views of the support they have received.

What will the inspectors do?

The inspectors will gather evidence about the effectiveness of local area arrangements and services using a range of different methods. They will meet with leaders from local agencies, as well as with children, young people, parents and carers. They will review information about the local area, both what is in the public domain (e.g. the [local offer](#), published data sets and relevant Ofsted inspection reports) and documents provided by the local area, such as self-assessments, strategy documents and action plans. Inspectors will also access information from the case files of a sample of children and young people.

Inspectors will visit a range of educational settings including early years, primary and secondary schools and further education colleges. The purpose of these visits are: to gather the views of children and young people and their families about the way their needs are being met; to discuss with managers and staff their understanding of the effectiveness of the local area in identifying and meeting the needs of children and young people; and to sample to files of children and young people to look for evidence in support of the local area's own evaluation of its effectiveness.

It is important to note that the effectiveness of the settings themselves will not be evaluated under this inspection framework; such settings will remain subject to their own inspections of teaching, learning and outcomes for children, and the SEND inspection will only be focused on the impact of the local area's effectiveness for children and young people with SEND.

Inspectors will also look at our early help services , and how our [right conversations, right people, right time approach](#) helps us to identify and meet the needs of children and young people with SEND.

What does the framework include?

The inspection will cover and report on the following key aspects of local area effectiveness:

Identifying children and young people with SEND;

Assessing and meeting the needs of children and young people with SEND; and

Improving outcomes for children and young people with SEND.

The outcomes of the inspection will be reported in a letter to key agencies within the local area, and will be in narrative form rather than graded judgements for the three aspects. The letter will outline areas of strength and key priorities for improvement, and will be published on both the Ofsted and CQC websites.

Key contacts and further information

Within Children's Services, planning for the Ofsted CQC SEND inspection is co-ordinated through the Complex Needs Best Practice team, who you can contact via email at bpteam@leeds.gov.uk.

The [inspection framework](#) and the [handbook](#) outlining how the inspections will be carried out are available from the central government gov.uk website.

Ofsted
Agora
6 Cumberland Place
Nottingham
NG1 6HJ

T 0300 123 1231
Textphone 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk
lasend.support@ofsted.gov.uk



9 February 2016

Mr Steve Walker
Interim Director of Children's Services
Leeds City Council
PO BOX 837, Children's Services
Leeds
LS1 9PZ

Dr Andy Harris, Chief Clinical Officer, Leeds South and East CCG

Mr Nigel Grey, Chief Officer, Leeds North CCG

Ms Philomena Corrigan, Chief Executive, Leeds West CCG

Ms Barbara Newton, local area nominated officer

Dear Mr Walker

Joint local area SEND inspection in Leeds

From 5 December to 9 December, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Leeds to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors from Ofsted, with team inspectors including an Ofsted Inspector and a Children's Services Inspector from the CQC.

Inspectors spoke with children and young people who have special educational needs and/or disabilities, representatives of the local authority and National Health Service (NHS) officers. Inspectors also met with parents and carers at the settings and held an online webinar for other parents and carers to gather their views.

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

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

Main findings

- Children and young people who have special educational needs and/or disabilities are proud to be citizens of Leeds. They have a real voice in shaping their education, health and care plans. Many make strong progress towards achieving their personal development goals. Children and young people also have a voice in developing new services to meet their different needs.
- Leaders listen to children and young people and respond by doing all they can to keep them safe. Crucially, leaders act robustly on information that indicates that settings or services may not be as diligent as they should be in this key area of work, for example in their response to potential concerns raised during the inspection.
- The outcomes for children and young people who have special educational needs and/or disabilities are improving in relation to the progress they make towards their personal development goals and ambitions. However, academic progress is poor, particularly for secondary-aged young people who require support for their special educational needs and/or disabilities.
- Most parents are confident that their child's needs are being met, particularly relating to personal development, and as a result, are fulsome in their praise for individual staff across the services' workforce.
- The quality and sufficiency of provision for children and young people who have special educational needs and/or disabilities across the area are variable, leading to variability in outcomes. Leaders themselves have recognised the need for improvement and demonstrate their commitment to securing this through current and planned developments.
- Leaders across education, health and care services demonstrate clear insight and capacity to improve services in response to unmet needs, by working together with parents and young people. For example, the development of the Future in Mind strategy has led to improved services to assess and meet the needs of children and young people with social, emotional and mental health (SEMH) needs.
- The efficiency of the identification of children and young people's special educational needs and/or disabilities is inconsistent. Joint working in the early years sector, particularly in children's centres, is reaping rewards, as an increasing number of children reach a good level of development by the age of five. However, the identification of specific educational needs that emerge during childhood, for example dyslexia, is less efficient.
- Leaders are beginning to develop a systematic approach to understanding the reasons for the poor educational outcomes and attendance of children and young

people with different types of special educational needs and/or disabilities. It is too soon to assess the impact of this crucial aspect of the local area's work.

- In some health services, insufficient resources, combined with increased demand, result in children and young people experiencing unacceptable delays in having their needs assessed. This is particularly the case for those whose assessment may result in a diagnosis of autism and children waiting for speech and language therapy.
- Some parents raised concerns about the delays in identifying their child's needs, particularly those with specific learning difficulties relating to dyslexia, or in meeting identified needs requiring support from care services. Inspection evidence confirmed weaknesses in these aspects of the local area's work.
- Only a few of the parents to whom inspectors spoke were aware of the local offer. Those who know about the web-based information are involved in working with the local area to improve the website. Records show that very few parents use the independent advice and support service. Parents describe both feeling isolated and benefiting from the support networks created by schools and settings.

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

Strengths

- Leaders have maintained and developed services for the youngest children living in vulnerable communities. As a result, children who have delayed development are identified early. Parents of these children report smooth and efficient identification of needs, particularly through their involvement in children's centres.
- The increased uptake of health checks for children and young people aged 0 to five and five to 19 supports the early identification of children who may have additional needs. Extra checks about bonding and attachment are made by health visitors at the babies' six-to-eight-week review. This supports access to additional services, where needed, to secure the best start to developing good emotional health.
- The implementation of care pathways in some health services is supporting children to have earlier access to these services. In child and adolescent mental health services (CAMHS), waiting times for consultation appointments have reduced by 11 weeks over the last 12 months. The single point of access through the 'MindMate' website, together with additional resources, has led to improvements in the timely identification of mental health needs.
- During the academic year 2015/16, 63% of parents attended the multi-agency panel meetings that decided whether their child needed to be assessed for an education, health and care (EHC) plan. The opportunity to discuss their child's needs resulted in a good proportion of parents being satisfied with the outcomes

of the meeting, including when it was agreed that their child did not need an assessment.

- The visibility and needs of children and adults with a learning disability in some general practices has increased. The use of the Commissioning for Quality and Innovation (CQUIN) incentive has, for example, identified additional children who had not previously been recorded on learning disability registers. There is more to do to embed this practice.
- The special education needs inclusion team (SENIT) provides an effective service that identifies children's needs through a range of assessments and support for special educational needs coordinators in schools.
- The educational psychology team provides a timely assessment service to children who arrive in the city new to the country. This ensures that those who have special educational needs and/or disabilities in addition to being new to English are identified.
- The process for identifying and assessing needs leading to an EHC plan runs efficiently. Currently, 90% of new EHC plans are completed within the 20-week timescale.
- Effective planning for adulthood is in place through early identification of the skills that young people need to achieve their aspirations. For example, the independent travel training programme is ensuring that young people have the skills they need to get to the workplace.

Areas for development

- Leaders have not responded to the significant difference between the proportion of children who have specific learning disabilities, particularly dyslexia, and the proportion seen nationally for the same group. Consequently, leaders have not ensured that all children with specific learning disabilities have their needs identified adequately. Parents and young people have concerns about the impact of unmet needs stemming from dyslexia on their emotional health.
- The local area established an unrealistic timetable for the conversion of statements of special educational needs to EHC plans, resulting in unnecessary pressure on schools and colleges. Equally, the timescale has created a log jam, and many reviewed plans are not getting back to parents and schools before the date of the next review meeting.
- The NHS England commissioner oversees an action plan to improve the early identification of the needs of babies, because this is not as effective as it could be. For example, fewer checks take place on new-born babies' hearing compared with other areas in England.
- The school nursing service is not commissioned to complete health checks at key points of transition for young people. This commissioning decision limits the

opportunity to identify the needs of young people at these crucially important times.

- Some parents reported that their child's need for social development away from their immediate family, through short breaks, is not accurately identified. Examples of EHC plans confirmed that this is the case for some young people.

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

Strengths

- Leaders have responded to the inadequacy of provision for children and young people who have social, emotional and mental health (SEMH) needs. Over the last two years, improved collaboration between education and health professionals, parents, and children and young people has led to a range of provision that is substantially different from previous services. The positive impact for children and young people within mainstream schools is beginning to emerge, as their needs are now assessed and met.
- The local area works closely with the multi-academy trust that leads the new special school specifically for children and young people who have SEMH needs. Together, they work to systematically review and assess each young person who has SEMH to ensure that their needs are met appropriately.
- Funding for inclusion, including for the early years, allows funding resources to be used to meet children and young people's needs whether or not there is an EHC plan or statement of special educational needs in place. The local area monitors whether this additional funding is making a positive difference in meeting children and young people's needs and responds appropriately if not. Schools and settings, including the college visited, reported satisfaction with the funding process as it currently stands.
- Parents and young people describe the benefits of school-based resourced provision. Children and young people access specialist support, including support provided by health services, while being included in all aspects of school life with other children. For example, in a resourced provision for deaf and hearing impaired children, deaf children learn about deaf culture that defines aspects of their lives that they have in common with other deaf people, while being included with their hearing peers. This is supporting their social development and communication skills.
- Leaders make effective use of resources by allocating funding and decision-making to area inclusion partnerships (AIPs). Leaders of groups of schools ensure that the funding is targeted to those young people most in need. As a result, permanent exclusions are low, and even non-existent, in some areas of Leeds.

- Local colleges and some special schools have been instrumental in increasing the range of options to develop work skills, including supported internships. This has increased opportunities for all young people with additional needs, including those who have SEMH needs.
- Children and young people who are additionally vulnerable are, overall, supported well to meet their personal development goals. Parents of adopted children spoke highly of the ongoing and effective support provided by post-adoption social workers. The youth offending service makes good use of the EHC plans of young people who are supported by the service to ensure that their needs are being met while they are in custody, on remand or on youth rehabilitation orders.
- Progress has been made towards ensuring that parents only need to 'tell it once'. A shared system between hospitals and community health providers and the local authority means that information about a child can be appropriately accessed to aid joint working. The early stages of this work are promising, as paediatricians now have access to a better range of information about children's care.
- Leeds Teaching Hospitals NHS Trust has made good progress in its arrangements to meet the needs of children and adults with learning disabilities. It provides information and advice to children and young people who have special educational needs and/or disabilities to help prepare them for hospital care. These approaches ensure that the needs of the young people are well known to all staff, so they can be met effectively.

Areas for development

- In many EHC plans, the connection between the description of the child's needs and the intended outcomes of the plan is poor. Many outcomes are based on the universal expectation that a child will make progress in core subjects in school. Too few are child-specific. The limited focus on what is important to the individual child restricts the opportunity for progress in those areas.
- Equally, the connection between outcomes and actions to ensure that the outcomes are met is not strong. Examples of service protocols being listed as actions that do not relate to the specific child contribute nothing to the effectiveness of plans.
- In a range of support plans for children and young people who have additional needs, the lack of detailed analysis of the barriers to young people achieving good outcomes weakens their effectiveness. As a result, this group makes slow progress.
- The education plans for young people who have special educational needs and/or disabilities from Leeds who are serving custodial sentences do not relate to the education, health or care needs of each young person but, instead, focus on standard targets for behaviour in the prison. This lack of recognition of their individual needs does not aid their effective re-integration into society when released.

- The existing arrangements for the effective exchange and quality assurance of health information are not robust for the conversion of statements of special educational needs to EHC plans. This means that health staff are not always aware that a child has an EHC plan; for example, some practitioners are not asked to contribute to plans despite having completed a recent health assessment on children in the care of the local authority.
- Children and young people wait too long to have their health needs assessed or checked by some health services. The CCG has secured additional funding to increase resources at Leeds Community Healthcare NHS Trust (LCHT) to reduce waiting times for autistic spectrum disorder assessment because some children have experienced waits of over 52 weeks.
- Decisions made by LCHT leaders about recruiting speech and language therapists (SALT) to the NHS mainstream provision, and their plans to implement new ways of working, are not meeting the needs of children effectively. Children still wait too long to receive their services. More than 600 children in school-based settings and more than 200 children in clinic settings are experiencing prolonged waits that exceed 18 weeks.
- The arrangements to ensure that the health needs of children and young people who have special educational needs and/or disabilities are met while they are supported by the escorts in the transport team are not clear. Inspection evidence indicates that there is a discrepancy between policy and practice in different settings.
- Leaders recognise that the assessment of need for social development outside of the family, through short breaks and leisure activities and including personal budgets and direct payments, is not linked to the EHC planning process. This is causing anxiety and confusion for parents, many of whom feel there is little transparency in how services are allocated to meet identified needs. Leaders' plans show they are going to revisit this element of their offer so that it is better aligned to the EHC planning process.
- Nearly all of the parents that inspectors spoke to during the inspection did not know of, or use, the Leeds local offer. This means that they miss out on key services or do not know where to get high-quality support. The feedback from a small number of parents in August 2016 is being acted on by leaders. Some parents, through the EPIC (empowering parents, improving choices) parents forum, remain involved in improving the offer.

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

Strengths

- Many young people make significant progress in achieving their personal development goals and ambitions, for example by learning to swallow safely and/or being toilet trained.

- Indicative results for 2016 show that by the end of Year 6 the most able children who have additional support needs made good progress. As a result, a larger proportion of these children reached or exceeded the standards expected for their age in reading, writing and mathematics, when compared with children without special educational needs and/or disabilities nationally.
- School and college leaders are supportive of the new SEMH strategy. A significant number of young people who have SEMH needs now receive appropriate support. As a result, they are developing better attitudes to learning and are making stronger progress in their social and emotional development.
- Joint actions between local services and schools have led to very low rates of permanent exclusion. Consequently, more children benefit from greater continuity in their learning. Strategies to tackle the high rates of fixed-term exclusions are developing, and are linked to the successful implementation of the new SEMH strategy.
- Young people placed in schools and settings outside Leeds are in appropriate settings for their needs. Officers have good oversight of these young people and know that they make strong progress towards meeting their personal goals.
- The independent travel training package promoted by the local area has proved successful with young people and has begun to increase the confidence of parents. Young people have been involved in commissioning the providers for travel training. This involvement in recruiting boosts their confidence in the support they receive.
- The supported internship project for 16- to 25-year-olds who have special educational needs and/or disabilities is developing following a pilot project during the academic year 2015/16. Thirty-six young people are currently involved. This allows young people to develop the skills they need to achieve their ambition to work.
- Most young people indicate that they feel safe in school and when out in Leeds. They confidently identify what they would do if anyone was unkind or disrespectful to them. Multi-agency involvement in child protection plans is strong. Records confirm that differing views about what is in the best interest of the child or young person are resolved with respectful debate. Leaders responded swiftly, with great care and sensitivity, when concerns about individual young people were brought to their attention during the inspection.

Areas for development

- Overall, educational outcomes for children and young people who have special educational needs and/or disabilities are poor. Indicative results for 2016 reveal that progress in half the secondary schools is slow, particularly for those who need additional support.
- Attendance for over 100 pupils who needed additional support was among the lowest in England in 2016.

- Attainment in English and mathematics by the age of 19 remains low for this group. Equally, the proportion of young people aged 17 who have special educational needs and/or disabilities and remain in education or employment with training in 2015 was 82% compared with the national figure of 88%.
- The school improvement service works with schools to improve the outcomes of children and young people who have special educational needs and/or disabilities. As a result, schools develop systems that provide better support for children and young people. Unfortunately, the impact on the educational progress that children and young people make, particularly for young people who have additional support needs, is limited.
- Leaders have not used information about the progress young people with different needs make to target their support for schools. However, since September 2016, systems to use information about the progress of different groups of young people are being developed and put to better use.
- The use of outcome measures in health services is variable. This has been recognised by the designated clinical officer, who is working with health commissioners to use the CQUIN scheme to develop child-focused outcomes within children’s health services.

Yours sincerely

Susan Hayter
Her Majesty’s Inspector

Ofsted	Care Quality Commission
Cathryn Kirby Regional Director	Ursula Gallagher Deputy Chief Inspector, Primary Medical Services Children, Health and Justice.
Susan Hayter HMI Lead Inspector	Elaine Croll Children’s Services Inspector
Ian Chambers Ofsted Inspector	

CC: Clinical Commissioning Group
 Director, Public Health for the Local Area
 Department for Education
 Department of Health
 NHS England

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Report of Director of Childrens Services

Report to Scrutiny Board (Children's Services)

Date: 30 March 2017

Subject: Learning Places for Leeds Overview



Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

All children and young people should be able to achieve well at school, from the earliest years through primary and secondary education, no matter what their background. The goal of the education system in Leeds is to enable all young people to have the best opportunities and to gain the right qualifications for rewarding employment and independence as they become young adults. Securing good quality learning places in every community is essential for every young person to have the best start in life.

Leeds City Council has a statutory duty to ensure the provision of good quality learning places and to secure an appropriate balance locally between education supply, demand, choice and diversity. It is the role of the City Council to plan, organise and commission learning places in Leeds in a way that raises educational standards, manages fluctuations in pupil numbers and creates a diverse community of good schools. The Authority seeks to exercise this function in partnership with children and families, elected members, diocesan education boards, governing bodies of schools, head teachers, local communities and other key stakeholders.

Estimating school places is a complex process and rapid shifts in demographic changes, economic conditions, patterns of migration, parental preference patterns, and house building create uncertainties that require robust methodologies and responsive implementation. It is imperative that the best information on housing, access to services, economic development and regeneration are brought together, alongside data held by other agencies, to inform the future needs for school places. Planning for learning needs to take into account the requirement to provide a learning offer across a wide age spectrum from eligible 2 year olds right up to 18 year olds.

This overview summarises the work undertaken to ensure this statutory duty is being met and outlines the challenges we must meet in future.

Recommendations

Scrutiny Board is asked to:

- Note the information contained within this report.

1 Purpose of this report

- 1.1 This overview summarises the work undertaken to ensure this statutory duty is being met and outlines the challenges we must meet in future.

2 Background information

Learning Place Pressure

- 2.1 Following a decade of rapidly increasing birth rates from a low of 7,500 to a peak of those who were due to enter reception in September 2016 of 10,350, there is some minor fluctuation in the births. However, this now appears to have stabilised at or above the 10,000 per year group mark.
- 2.2 Since 2009, almost 1,600 additional reception year places have been created, with bulge cohorts created temporarily as required. In some areas the increases in house building is placing increasing pressure on all year groups and not just those entering reception. The table below shows the birth cohorts, the projected demand for places and historically, the number of places allocated according to each year of entry.

Year starting school (Reception)	Birth cohort	Projected demand for places	Actual places allocated on Primary Offer day
2013	9,652	10,133	9,355
2014	10,202	10,403	9,774
2015	9,996	10,138	9,854
2016	10,350	10,542	10,103
2017	10,051	10,378	
2018	9,960	10,300	
2019	10,113	10,497	
2020	10,223	10,505	

- 2.3 Actual places allocated on Primary Offer day is usually slightly lower than projected demand, as not all parents have applied for a place by offer day (despite best efforts to follow up those who haven't applied).
- 2.4 In addition, an increase in the volume of in year admission requests are adding to the learning places pressure, particularly from new arrivals to the city. This is concentrated in particular areas of the city and in particularly age groups such as those requiring Year 1 or Year 2 places. The inner city areas have seen the highest levels of in-year pressure.
- 2.5 In the 2015/16 academic year a total of 210 in-year places were created across Key Stage 1 in primary schools in Burmantofts, Harehills and Woodhouse. A further 35 additional Year 1 places were created for the 2016/17 academic year. The in-year pressure appears to have decreased in these areas however there is a concentration of pressure within the Holbeck area for Key Stage 1 places.

Solutions are being progressed which should resolve these cases whilst creating some capacity within the area.

Primary and Secondary Admissions

- 2.6 There are national closing dates for applications and for making offers. Secondary applications must be submitted by 31 October and offers are made on 1 March. We have allocated 8,455 year 7 places for September 2017 (8,341 last year). There were 85% (82% last year) who were successful with their first preference, and 97% that were offered one of their five preferences (96% last year). Appendix A provides a full briefing of the 2017 Secondary Allocations.
- 2.7 Primary applications must be submitted by 15 January each year and offers are made on 16 April (although this will be 18th April in 2017, as 16th April is Easter Sunday). In 2016, 87% (85% in 2015) of Leeds pupils were offered their first preference with 96% (93% in 2015) offered one of their top five preferences. There were 10,103 places allocated on offer day which is an increase from 9,854 at the same point last year.

Early Years Provision

- 2.8 Leeds has approximately 4,250 eligible 2 year olds at any one time. Of those on average 74% take up their place (in the autumn term). Leeds has set its own target of 80% of eligible children accessing a Free Early Education Entitlement (FEEE) place. Families are able to take up a funded place at a variety of settings, including schools, private nurseries, child minders and preschools. There are a number of reasons why parents do not access a place and the Family Outreach workers and Early Years sufficiency team are working hard to promote and engage those families who do not or cannot access their free entitlement.
- 2.9 Places in schools are currently being targeted as they are able to offer places to eligible children for the last term before the universal entitlement at 3 years old. There is a challenge in achieving 100% take up as free early education entitlement for 2 year olds is not statutory and some parents are choosing not to access their child's place.
- 2.10 Free Early Education Entitlement places, for 3 and 4 year olds, can be accessed in a variety of settings across the city. The take up in summer term 2015 was 16,139, 101% of eligible children (This is due to children from out of the area accessing provision in Leeds) and take up at summer 2016 was 15,379, 94%.

Learning Places approved

- 2.11 Since the Basic Needs programme began in 2009, almost 1,600 additional reception places have been created (the equivalent of 53 Forms of Entry and over 11,000 primary schools places from Reception to Year 6). In addition, further reception and primary schools places have been developed in the city through the free schools at Temple Learning Academy, Khalsa Science Academy and Dixons Trinity (which is opening for September 2017).

- 2.12 Additional secondary learning places have been approved at Roundhay High School, and learning places have been created at Temple Learning Academy and Ruth Gorse Academy free schools as well as the opening of the Elliott Hudson College free school that has created additional learning places at Morley Academy, Bruntcliffe Academy and Farnley Academy.
- 2.13 200 new specialist learning places have been created in our SILCs from September 2015, 150 at the North East SILC (Woodhouse) and 50 at the South SILC. The Council's investment in SEMH provision will also ensure Springwell Leeds have the capacity for up to 360 places for children and young people with SEMH from September 2018 across the city over 4 sites.

Free Schools

- 2.14 Currently eight Free Schools operate in Leeds, with another one opening in September 2017:
- *The Lighthouse School Leeds*: Secondary provision for up to 50 young people aged 11 to 19 with an autistic spectrum condition (ASC) or related.
 - *Leeds Jewish Free School*: Secondary provision on the site of the existing Brodetsky primary school. An Orthodox Jewish designation providing 25 places per year group, supported by Rodillian Academy.
 - *Khalsa Science Academy*: Non-faith based 2FE primary school with a Sikh ethos. Initially opened in Chapeltown, before transferring to its permanent site of the old Fir Tree Primary School in September 2016.
 - *Elland Academy*: Alternative Provision Free School, as part of Delta Academies Trust, providing alternative provision for students with behavioural needs and some with mild autism across the 3–19 age range, with 152 places available.
 - *The Ruth Gorse Academy*: Part of the Gorse Academies Trust. The school has now relocated to its permanent site on Black Bull Street to the south of the city centre, from September 2016, offering 252 Year 7 places.
 - *The Elliott Hudson College*: Opened in September 2015 as part of the Gorse Academies Trust. A Sixth Form College for around 1,000 16-19 year olds, offering A-Level provision. The opening of the College has seen the closure of sixth form provision in the other Gorse Academies creating additional 11-16 year old learning places in these academies. The College will have its first cohort of students sit their A-Level exams this coming summer 2017.
 - *Temple Learning Academy*: Opened in September 2015 in East Leeds. Initially the school offers 2FE primary provision, starting with reception. Its secondary phase will now open in September 2017.
 - *UTC Leeds*: The first University Technical College to open in West Yorkshire. An academy for 14-18 year olds specialising in an Advanced Engineering and Manufacturing curriculum, backed by the University of Leeds and major employers within the city region for 600 learners (150 per year group).

- *Dixons Trinity Through School*: Located on Roundhay Road and will open 1FE of its Primary phase in September 2017, expanding to a 2FE Primary and 4FE Secondary school from September 2018.

- 2.15 Two further Free Schools were due to open in September 2017; Roundhay Park Primary, run by the Fair Access Schools Trust; and CAPA College, performing arts sixth form provision. However, the EFA has yet to confirm the final site location for Roundhay Park Primary and CAPA College. LCC is working with all parties to review places in the area. The Roundhay Park Primary and CAPA are now due to open in 2018.
- 2.16 Two other free school were successful in the Wave 11 bidding round in March 2016. These are Elements Primary Free School (to be located in Middleton), and Stephen Longfellow AP Academy. Elements is due to open in September 2018 and the Stephen Longfellow Academy to open in September 2017.
- 2.17 In the latest Wave 12 round of free school application five applications were submitted with three are through to interview stage. They are: A proposed Secondary School (from the Cockburn Academy Trust); Horsforth Schools Sixth Form Free School; and Southbank Primary (from the Gorse Academy Trust).
- 2.18 We meet regularly with both the Education Funding Agency and the DfE and receive updates of any applications made to establish further free schools in the city. We continue to engage with potential education providers to work together in ensuring that any new provision created is available in those areas of the city with the greatest need and is joined up with our own place planning.

Childcare Places

- 2.19 The Childcare Act 2016 requires local authorities to secure sufficient childcare for the needs of working parents of children up to 1st September after their 14th birthday, or until they reach the age of 18 in the case of children with a disability. This must be sufficient to meet the requirements of parents who require childcare in order to enable them to take up or remain in work or undertake education or training which could reasonably be expected to assist them to obtain work.
- 2.20 The changes to the Childcare Bill will increase the entitlement of free early education hours from 570 to 1,140 hours per annum for eligible families (from 15 hours per week to 30 hours per week). The extended entitlement will generate opportunities for providers to expand or work creatively with other settings/childminders to allow them to expand their offer to parents. A strategy and action plan to ensure there is sufficient capacity to meet the increased entitlement is being developed with partners and childcare providers.
- 2.21 Childcare is offered in a range of settings across Leeds. This includes governor led provision on school sites, private nurseries and childminders. Whilst childcare is not available on all school sites, the majority of schools offer access to childcare, in some cases provision is shared between a number of schools.
- 2.22 The Children and Families Act 2014 and the resulting Special Educational Needs and Disability Code of Practice provides statutory guidance to the local authority

around childcare provision for children and young people with SEND. One of the requirements of the Act is for a 'Local Offer' website that ensures families can access clear information about all services for those aged 0-25 with Special Educational Needs and Disabilities (SEND). The specialist search engine returns information about the support and services available in Leeds for children and young people.

- 2.23 In addition, the Leeds Family Information Service website enables families to search for childcare in Leeds, with the option of searching for provision that supports children and young people with SEND. The introduction of the Disability Access Fund in 2017 will provide £615 for each eligible (those in receipt of Disability Living Allowance) child every year and will be paid to providers to ensure all children can access the free childcare entitlements for three and four year olds.

Primary Provision

- 2.24 For September 2017, a further 210 permanent reception places (7FE) will be in place, along with up to another 300 bulge reception places (10FE) to meet the expected demand for places.
- 2.25 Projections for September 2018 anticipate a further 330 places needed, to be met by a combination of Free Schools, permanent expansions and bulge cohorts.
- 2.26 The permanent expansions, free school openings and a steadying of the birth cohort around 10,000 children per year means that projections for 2019 and 2020 will only require modest expansions or bulges in the primary phase.

Secondary Provision

- 2.27 The increase in cohort sizes is now beginning to impact on Secondary places. Projections currently indicate that 5 new schools are required before 2020 across the following areas of the city: Inner East, Inner North East, Inner South, Inner West and Outer South. We are currently looking at potential expansions of existing schools/academies across the city, in addition to new free schools that are opening.
- 2.28 A proposed expansion to deliver an additional 2FE within the Inner East is in addition to the 4FE from the opening of the Dixons Trinity free school from September 2018. An additional 50 places have been created at Roundhay in the Inner North East. The whole of the East will be impacted by the East Leeds Extension, initially by the 2,000 houses that form part of the Northern Quadrant, where the need for an additional school has been identified based on projections in these areas by 2020. Evaluation of potential sites is being undertaken to meet the additional need, expected to be the equivalent of two new schools in total.
- 2.29 The Inner South demand would largely be met by the new Free School submission from the Cockburn Academy Trust, if successful, alongside a small expansion to the existing Cockburn High School. Options for the Inner West and Outer South are being explored further.

- 2.30 It is anticipated that remaining capacity needs will come through increases in the PAN of some schools, modest increases in accommodation to existing high schools, and changes in the configuration and arrangement of sixth form provision creating additional pre-16 capacity within existing schools.

Post 16 Provision

- 2.31 The Council are continuing to work closely with schools, colleges and training providers to consider the future configuration of Post 16 provision across Leeds. Increasing funding pressures, improving outcomes for young people and helping to meet basic need are driving the focus to review existing Post 16 provision.
- 2.32 There is no prescription in the approaches being considered, with schools and colleges considering various options including collaboration on subject delivery, formal and informal joint Sixth Forms, closure of sixth form provision and establishing new separate sixth form provision.
- 2.33 The Elliott Hudson College opened in September 2015 and offers a 1,000 place A-Level provision as part of the Gorse Academy Trust. The opening of The Elliott Hudson site has resulted in Morley Academy, Farnley Academy, Bruntcliffe and Swallow Hill closing their sixth forms, creating some capacity for secondary provision.
- 2.34 Horsforth High School are awaiting the outcome of their Post 16 Free School submission in Wave 12.
- 2.35 Schools and colleges in other areas of the city are considering the future of their sixth form provision, and discussions are taking place between the Council and schools to develop an appropriate way forward for these areas. Discussions are taking places with schools and colleges across the city.

Specialist Places

- 2.36 Demand for school places for children and young people with Special Education Needs and Disability (SEND) continues to increase as previously identified. Additional work is being undertaken to project the increases in demand for school places for CYP with SEND and the Council will produce a SEND Strategy for place planning of sufficient and appropriate SEND provision. Underpinning this strategy will involve the LA undertaking a review of SEND provision in Leeds to consider how best to develop existing and commission new provision which is in the right areas and in line with what partners, CYP and families want, taking into account the changing needs of children and young people. This will also include collaboration with our neighbouring boroughs to ensure that provision can be commissioned efficiently and in order to achieve the best possible outcomes for our CYP.
- 2.37 Capacity has been increased and recently an additional 100 places have been created at North East SILC Woodhouse and this will grow to 150 places by July 2018. South SILC has also recently increased its capacity by 50 places.

- 2.38 The LA has also placed significant investment in provision for children and young people with SEMH needs and by September 2018, Springwell Leeds will have the capacity for up to 360 places across the city over 4 sites. The LA continues to work with the Wellspring trust to put in place interim arrangements for pupils until the new buildings become available.

3 Main issues

- 3.1 Projection of demand continues to be a challenging process. Birth rates and up to date health information give broad indicators to the need required across the city and within localities. However, the increasing fluctuation in the volume of new arrivals into the city (both domestically and internationally) is increasing the pressure for learning places and the uncertainty in predicting need in the future.
- 3.2 As birth rates fluctuate there is a need to balance carefully the need for temporary and permanent places. This is for two reasons: firstly to ensure that the limited capital funding available is targeted appropriately, and secondly to minimise the likelihood of over-provision in an area which then leads to less popular schools becoming vulnerable. Whilst 2016 was the largest birth cohort that has entered Reception classes, for 2017 there is still an anticipated city wide need for an additional 500 places (of which 210 are permanent places) required in primary just to meet the birth rate increases. The majority of these have been agreed with Governing Bodies, with some to be secured subject to preference data confirming demand for places.
- 3.3 However, part of the permanent places was due to be met through the opening of the Roundhay Park free school. Due to issues in identifying an appropriate site, Roundhay Park will now not open until September 2018. Alternative temporary solutions with local school have had to be found at very short notice to meet the anticipated demand.
- 3.4 Attached in Appendix B is the project dashboard from February 2017 which provides costs and status reports on each of the current building projects that are currently underway to meet the need for both temporary and permanent places. This highlights that costs can vary significantly between projects dependant on the local factors and ease with which some land can be built upon and sites that provide more significant challenges. Contractor costs have risen significantly in Leeds, whilst their capacity to take on additional work is reducing due to the amount of work available, which is affecting the ability to accurately estimate project costs and projections are being modified to take account of this. A number of different procurement routes are also being utilised in order to test the market.
- 3.5 As the increases are now beginning to impact on the availability of secondary school places careful consideration is being given to the existing capacity, the potential changes to sixth form provision in the city and the emergence of free schools. The indicative cost of a new 9 FE secondary school is in the region of £30-35m.

- 3.6 Attached in Appendix B is the Learning Places Programme Dashboard Report from February 2017 which provides costs and status reports on each of the current building projects that are currently underway to meet the need for both temporary and permanent places. This highlights that costs can vary between projects dependant on the scope of works and the site specific abnormalities. The schools currently being brought forward for expansion are our more challenging sites, many have highways issues along with an increased level of abnormalities which attracts additional scheme costs. Contractor costs have risen significantly in Leeds, whilst their capacity to take on additional work is reducing due to the amount of work available in the city and the true effect of Brexit on the market and costs has also yet to be fully realised. The Learning Places Programme is utilising a range of procurement routes in order to maximise value from the market.

4 Corporate Considerations

- 4.1 Detailed in the 'Learning for Leeds – Setting our strategic direction for ensuring sufficient good quality school places' report which was seen and agreed by the Executive Board in July 2013.

Consultation and Engagement

- 4.2 All permanent expansions of school places include a public consultation. The legislation was changed in January 2014 to no longer require a statutory consultation in an effort to speed up the process of school place changes. As a consequence a paper was taken to Executive Board to outline the process of consultation that would take place.
- 4.3 Once the need to increase the number of places has been identified a stakeholder engagement event is held based on the Outcomes Based Accountability methodology. A range of interested stakeholders is invited including ward members, head teachers, governors, early years providers, neighbourhood forum representatives, Diocesan representatives, and local parents. The output from this event is then posted online and a discussion forum is created. From this specific expansion proposals are identified and a short period of public consultation, where face to face drop in sessions are held at the local schools affected, takes place. A summary of this whole range of consultation is then taken in a paper to Executive Board for permission to publish a statutory notice which offers a further 4 week representation phase.
- 4.4 Regular consultation takes place with Exec Members and Ward Members at key stages throughout the design phases of an expansion project. Pre-planning meetings are held with officers from Planning, Highways and building control prior to the submission of the planning application, along with consultation with statutory consultees such as Sport England. In accordance with the Basic Need Programme Approval by Executive Board in September 2014, all schemes are considered and supported by the Deputy Chief Executive, Director of City Development and Director of Children's Services.

- 4.5 Ward members are provided with regular updates on activity in their area and across the city.

Equality and Diversity / Cohesion and Integration

- 4.6 An EDCI screening tool is carried out for every school expansion, and where necessary a full impact assessment.

Council policies and City Priorities

- 4.7 The proposals are being brought forward to meet the Council's statutory duty to ensure there are sufficient school places for all the children in Leeds. Providing places close to where children live allows improved accessibility to local and desirable school places, and thus reduces the risk of non-attendance.

- 4.8 A key objective within the Best Council Plan 2015-2020 is to build a child friendly city. The delivery of pupil places through Basic Need is one of the most baseline entitlements of a Child Friendly City. A good quality school place contributes to the achievement of targets within the Children and Young People's Plan such as our obsession to 'improve behaviour, attendance and achievement'. It is therefore important that when bringing any proposal forward, there is a degree of certainty that any change would not have a negative impact on the teaching and learning.

- 4.9 A further objective of the Best Council Plan 2015-2020 is to ensure high quality public services. We want to promote choice and diversity for parents and families and deliver additional school places in the areas where families need them. Meeting this expectation while demonstrating the five values underpinning all we do is key to the basic need programme.

Resources and value for money

- 4.10 Funding for new school places is provided by the government in the form of an annual basic need capital grant allocation. The funding provided to local authorities is rationed by the government based on the projections of places required nationally and locally. Some funding adjustments are made to the allocations to fund the national Academy and Free School programmes.

- 4.11 The discrepancy between funding provided by government and the cost of new places is most noticeable where new schools or large expansions have to be delivered. This appears to be because the DfE assumes that abnormal costs and site costs will be met by local authorities and these costs are not generally assumed to be covered by these funding allocations. The DfE has recommended a standardised set of designs for new schools and extensions and will expect councils to adopt these or at least to pursue build solutions which use industry standard low cost elements to reduce the overall cost of new places. However, the ability to construct 'standardised extensions' is largely dependent upon existing building layouts and individual site constraints.

- 4.12 The current basic need programme consist of schemes which are shown in Appendix B.

Legal Implications, Access to Information and Call In

- 4.13 The processes that have been and will be followed are in accordance with the Education and Inspections Act 2006 as set out in the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.

Risk Management

- 4.14 Projects to deliver new places in schools are routinely carry a range of risks from their inception and it is essential that the council continues to review its approach to ensure the risks can be effectively managed. Risks will arise from a number of causes for example because project delivery timescales are limited, most school sites are constrained, funding is very limited and because new school places must be available from the respective Autumn term (September) to meet the council's statutory duty.
- 4.15 Timescales on projects tend to be constrained because of the nature of predicting when demand for places (arising from increasing birth rates, net inward migration, impact of 'summer birth' decisions or increased housing) will be sufficient to justify the permanent school places. The new centralised demographic projections team and a corporate approach to decision making will assist with ensuring there is a pipeline of deliverable schemes.
- 4.16 Basic need projects can be further complicated by issues with existing school sites or for the need to find sites for new schools in the right locations. An expansion at a school must be planned to minimise disruption to teaching and safeguarding and should be designed so that the operational effectiveness of the school is not compromised. Achieving planning consent for new school places is often complex and requires detailed local consultation, good liaison with planning and highways and innovative designs. In some areas new schools must be planned and where possible this is done using existing council sites but in future it may be necessary to acquire land for new schools.
- 4.17 A cross council approach to dealing with site issues is already in place and this has been enhanced through a strategic project management group allowing proper escalation of issues and risks and most importantly to problem solve and deliver solutions when risks materialise.

5 Conclusions

- 5.1 An outline strategic approach and key principles have been agreed by the Executive Board.
- 5.2 Since the Basic Need Programme began in 2009, almost 1,600 additional reception places have been created.
- 5.3 The outcome of the latest primary admissions round (in 2016) was positive with 87% of parents (85% last year) offered their first preference and 96% (93% last year) offered one of their top five preferences

- 5.4 The outcome of the latest secondary admissions round (in 2017) was positive with 85% of parents were offered their first preference school (82% last year) and 97% were offered one of their top five (96% last year).
- 5.5 We are working with the EFA and DfE to coordinate basic need planning with the national Free School programme.

6 Recommendations

Scrutiny Board is asked to:

- Note the information contained within this report.

7 Background documents¹

7.1 None

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

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Secondary 2017 allocations

Briefing note for all elected members
1 March 2017



Appendix A

The national offer date for secondary allocations is 1 March and we have allocated **8455** year 7 places for September 2017, an increase of 154 from the offers made for September 2016.

There were more children offered their first preference school this year (**85 %** in 2017 vs 82.4% in 2016) and more children were offered one of their five preferences (**96.7%** vs 95.6% last year).

7178 children were given their 1st preference (85%) (6858 or 82.4% last year)

689 children were given their 2nd preference (8%) (763 or 9% last year)

209 children were given their 3rd preference (2.5%) (241 or 2.9% last year)

75 children were given their 4th preference (72 last year)

25 children were given their 5th preference (25 last year)

279 or 3.3% (382 or 4.6% last year) **children were not able to be offered any of their preferences and were made an alternative offer.** Of these, all either applied late, did not follow the advice to include their nearest school amongst their preferences, and / or only provided one preference.

There are 217 children known to be on roll of a Leeds Primary School who have not submitted a request for a secondary school place, despite chasing and repeated contact via post and through primary schools. We have written to these families again on offer day to advise them how they should apply for a place. There are 536 places still available across the city on offer day.

What to do if one of your constituents approaches you for help

The first thing parents can do is to send back the **waiting list** request form by the **deadline of 17 March**. This will ensure that their child is placed on the waiting list for their preferred schools at the earliest point and give them the greatest chance that they may be offered a place. Waiting lists are held in order of the priorities within the admission policy.

They can also request an **appeal** for any school they have been refused. In order to hear the appeal at the earliest opportunity they must return the form **by 28 March**. Appeals requested after this will be heard within 40 school days, but this may not be before the end of term.

You may wish to write a letter of support for them or accompany them at an appeal. Only elected members with a direct conflict of interest (who are on the governing body of the school, or have lead responsibility for education) are not able to support parents in this way.

Free and impartial information on appeals is available from a national charity called the ACE Education Advice through their website www.ace-ed.org.uk.

Anyone who has not been allocated any of their preferences has received information on current vacancies which they may wish to consider when requesting a place on additional waiting lists.

Families with children in year 6 in a Leeds school but have not applied have received information on current vacancies and information on how to apply.

If you believe a mistake may have been made then email rebecca.mccormack@leeds.gov.uk and the issue will be investigated. If a genuine mistake has been made we will always seek to correct it without the parent having to go to an appeal. Please ask parents to email any queries to education.admissions@leeds.gov.uk where a team of officers will ensure they receive a response, or to call the contact centre on 0113 222 4414 .

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Programme Highlights

- Shakespeare—Final selection process completed, Alcatel notification to the successful contractor has been issued, holding period ends 5pm 13/02/17
- Hunslet St Mary's—Achieved Planning Permission
- Park Spring PS—Early Works have commenced as programmed

Key Issues

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Issue	Actions (incl. Responsibility and Date for Resolution)
Identification of forward programme of work	Action — Combined resources to work together to accelerate schemes once identified. School expectations to be managed around extent of works. Project briefs are awaited or are in development jointly with CS/PPPU for Carr Manor and Co-op (CAL) Action owner - Children's Services / PPPU Date of resolution Ongoing
Hollybush—finalisation of commercial discussions	Action — An agreement with Wates on their abortive costs could not be reached. All parties agreed to pursue mediation. Wates are to propose a list of organisations to progress this. Action owner — PPPU Date of resolution - Ongoing
Delivery of Free School Accommodation	Action — Discussion ongoing between LCC and the EFA. Action owner —Children's Services Date of resolution —Ongoing
Programme Resources	Action — Snr Project Manager, post on hold in PPPU. Recruitment process to be initiated regarding Nigel's Wilson's post. Action owner —Children's Services / PPPU Date of resolution Ongoing

Key Programme Benefits

Key programme Benefits are :

- Schemes delivered through YorBuild since September 2014 have provided employment and skills opportunities for local people. Up to December 2015 Learning Places projects have supported the following: 69 new / existing apprentices, 92 people into employment
- Since July 2016 5 Learning Places Projects via Leeds LEP have supported the following: 3 new/existing apprentices, 10 people into employment
- Schemes delivered through YorBuild since September 2014 have recycled or reused 99.33% of waste that was generated, only 0.93 tons of waste went to landfill
- Schemes in delivery through Leeds LEP since July 2016 have recycled or reused 98.86 % of waste that was generated, only 0.01 tons of waste went to landfill
- Provision of sufficient school places to accommodate every child (see table of Permanent School Places Created)

Key Programme Risks

Key programme Risks are :

- Increase in project costs related to the revival in construction industry, appetite to tender and complexity of schemes
- Delivery of permanent places, and bulge accommodation, to ensure sufficient school places are available in September 2017
- Non delivery of free school accommodation which is out of local authority control; places still required should the schemes not go ahead
- Confirmation of level of need and delivery solutions, for future years
- Funding deficit position

	Latest Approved Budget	Total Actual to P10 2016/17	Estimated Outturn
	£'000	£'000	£'000
Total for schemes delivering in 2016 with ATS	14,936.5	9,542.9	15,076.3
Total for schemes delivering in 2017 with ATS	31,250.0	6,279.1	31,250.0
Total for schemes in development to complete 2017	7,150.0	604.8	7,391.7
Total for schemes in development to complete 2018	21,038.4	120.3	21,038.4
Total for SEMH schemes delivering in 2018 with ATS	45,000.0	6,979.1	45,000.0
Total for all schemes with budget allocations	119,374.9	23,526.2	119,756.4

Programme Capital Risk Fund	Budget	To Period 10 2016/17	Budget Re-remaining
	£	£	£
Total Risk Fund	10,000,000		
-Transfer to Calverley		54,000	9,946,000
-Transfer to Pudsey Primrose		969,430	8,976,570
-Transfer to Farsley Springbank & Westroyd		1,708,179	7,268,391
-Transfer to Moor Allerton		85,055	7,183,336
-Transfer to Guiseley		2,070,061	5,113,275
-Transfer to Farsley Westroyd		797,424	4,315,851
-Transfer to Rounday Phase 2		750,000	3,565,851
-Transfer to Castleton		528,944	3,036,907
-Transfer to Hovingham Primary (Bulge)		287,868	2,749,039
Exec Board 21/10/15 Approved the reset of risk fund	1,319,149		6,700,000
Exec Board 14/12/16 Approved the reset of risk fund	2,631,812		

	Permanent School Places Created											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Total
Planned	305	225	145	95	263	145	90	525	285	100	120	2298
Actual	305	225	145	95	263	145	90	210	120			1598
Bulge / Temp provision*							463	315	60	15	90	943

Notes

* A need for approx. 6.5FE bulge is required for 2017 (4.5FE agreed with schools). This may increase to 10.5FE if two proposed free schools do not open in time. Consultations are ongoing for proposals to meet the need for Sept 2017 and 2018. Consultations to commence in 2017 for proposals to meet the demand for 2019 and 2020.

* Permanent provision for 2016 at some schools has been met by temporary solution to meet requirements.

LEARNING PLACES – DASHBOARD REPORT - 7 February 2017

FINANCE REPORTING TO END OF PERIOD 10—2 February 2017

RAG Status	
Green - On schedule and/or no problems being encountered	<u>Deliverability of Places</u>
Amber - Some problems being encountered which management need to be aware of.	Green— Permanent places will be delivered by date required.
Red - Substantial problems being encountered which require management action and they are impacting on cost, time and quality.	Blue — Permanent places will not be available but temporary solutions are in place.

Project Name	PM	Latest Approved Budget £'000	Actual to P10 2016/17 £'000	Estimated Outturn £'000	Design and Construction RAG Status				Delivery of places	Scheme commentary
					Finance	Deliverability	Highways	Next Milestone		
SCHEMES DELIVERING IN 2016 (with ATS)										
Castleton PS 210 places	AS	5,636.5	3,632.3	5,636.5					Completion of Key Stage 1 extension 25/08/17.	Final phase, construction of KS1 extension, is underway and predicted to complete on 28.07.17, four weeks ahead of the contract completion date of 25.08.17. Power cuts to school resulting from the extra demand placed on the supply by the revised kitchen design have not occurred since the first week of the new term following a third supply re-balancing exercise. Permanent upgrade of the electrical capacity scheduled for Feb half term. Funding remains at Amber while finalising the kitchen re-design and other lower-value Compensation Events. Limited contingency budget remains.
Hollybush PS 210 places	LWa	4,000.0	879.6	4000.0					Completion of building works Sept 2017	The NPG power upgrade costs have come in lower than anticipated. Still awaiting ICL costs for the sub station build. £100k has been allocated for the build but it will be a surprise if it costs this amount. The Wates costs are still being discussed. The case is now going for mediation. Agreed costs -£24k have been claimed. There is still full 5% client contingency available plus £26k remaining out of the £4m budget and anything remaining out of the £100k allocated for the ICL sub station build. On site works progressing well and to programme. School, Cllrs and Governors happy with progress and are kept up to date.
Gledhow PS 210 places	DD	5,300.0	5,031.0	5,439.8					Operational—In Defects Liability Period to Dec 2017	Main extension work completed and now being occupied. AMBER RAG due to additional costs submitted by Wates which are currently being challenged as they do not provide value for money. Children's Services has agreed to fund £120k for the roofing works; this will be added back into the contingency pot to reduce pressure on the scheme. Repairs to main hall roof are now complete and costs finalised at £240k + fees
Total for schemes delivering in 2016		14,936.5	9,542.9	15,076.3						
SCHEMES DELIVERING IN 2017 (with ATS)										
Roundhay Phase 2 250 plus 75 6th form places	AR	12,150.0	5,995.7	12,150.0					Submission of floodlighting application. This has been delayed until further notice.	The contract was awarded on 05/07/16 and the scheme is on programme to complete ready for September 2017. Planning approval has been received for the hockey pitch which does not include floodlighting. Subsequently a further bespoke planning application for the floodlighting is due to be submitted in February. The application for the floodlights has been delayed until further notice following consultation from Ward Members and Planning, the RAG status has been changed to red to reflect this. A drop in session is being arranged to give residents the opportunity to speak to the project team direct. If the floodlighting application is not approved there is a risk the school will not be able to meet its full Community Use potential conditioned under the main planning decision notice for the STP.
Hunslet St Marys PS	AB	1,600.0	20.9	1,600.0					Sign off of Early works DCR March 2017	School have agreed the proposed design. Planning approval received on 15/2/17. LBS have confirmed they will start on site in April 2017. An early works order will be required to facilitate this. Funding set to AMBER due to feasibility cost estimate from NPS which anticipates a premium price for procuring through LBS.
Hawthornth Wood PS 210 places	LWh	4,000.0	98.5	4,000.0					Submission of Planning Application late Feb 2017	Meetings have been held with the school and the Childrens' Centre to agree the changes to the internal refurbishments, new build and expansion of the car park. As the ISP confirmed, 17th January 2017, that they did not have the capacity to complete the refurbishment work. A scheme proposal form has been issued on Yorbuild, for the refurbishment works, to call off a contractor. A separate procurement exercise will be conducted for the new build. NPS has been commissioned to develop design to end of RIBA stage 4 for the refurbishment work and separate commission to design the new build to end of RIBA stage 4.
Hovingham PS 210 places	LWa	5,000.0	103.6	5,000.0					Planning Approval March 2017	Details of roles and responsibilities issued to Children's Services. Several tasks outside of PPPU's remit and are being progressed by Children's Services as they fall out of contract scope. Key risks identified around Parks & Countryside/CATCH leased land which may impact upon works starting 6/3/17 and overall programme being achieved. ICL submitted revised cost plan 6/2/17, significant number of exclusions within the cost plan. The team are working to achieve clarity on project cost at present. Early works requirement 6/3/17, DCR submitted 6/2/17-awaiting formal sign off. Needs to be published 17/02/17 to enable early works to be issued 6/3/17 (subject to successful planning). Planning submitted 18/1/17. AMBER RAG because in order to meet programme phasing, determination is required by 3/3/17 -conversations had with Nigel Wren to try and push for a turnaround within 6 weeks/ 3 days. If not possible, requests made that planning conditions allow for weekend working to allow programme slippage be made up.
Low Road PS 70 places	MM	1,700.0	27.6	1,700.0					Tender Award March 2017	Feasibility design and design freeze has been approved by the school. Gateway 0, 1 and 3 signed off by PPPU and CS on 16/12/16. NPS design freeze to be signed off when final drawing received. Funding is higher than high level cost estimate due to rates for using LBS, however it is within budget allocated at Exec Board. Working with NPS to get tender package to LBS by 22/02/17. Expected start on site is 24/04/17 but discussing option of early order to set up site starting 03/04/17.
Beecroft PS 105 places	ES	1,200.0	0.7	1,200.0					Diocese Meeting Mid Feb	NPS have reviewed the proposed scheme and broadly agree with the schools proposal. A meeting with the diocese will be held in the w/c 20th February to discuss the programme and access. Planning application for the scheme will be submitted on receipt of the Highways transport assessment.
Bramley PS 20 places	ES	3,250.0	15.6	3,250.0					Planning Approval March 2017	Senior Officers in Childrens Services are still liaising with the school and Governing Body regarding the retention of the existing modular units (despite the commitment to refurbish). A decision was made by Children's Services Senior Officers to submit the planning application (validated 26 Jan 2017) to ensure the necessary accommodation would be ready for the start of the September term 2017. Due to the delay in submitting the application elements of the scheme will need to be deferred. The revised programme and deliverables have been discussed with the school.
Brudenell PS 140 places	CG	2,350.0	16.5	2,350.0					Tender Discussions February 2017	Design freeze documents have been issued by NPS along with budget estimate, week commencing 9th Jan 2017. The design cost estimate for the works to the old college building are higher than originally anticipated due to the volume of condition issues with the building and the blanket 20% uplift applied to the estimate to reflect LBS tender returns. Discussions to be held with NPS to identify efficiencies and savings as well as ensuring easily attainable materials are specified. Costs are still within the full project envelope but potentially impact upon the work package for the other building. Discussions to be held with LBS over tendering and the need to provide a competitive return.
Total for schemes delivering in 2017		31,250.0	6,279.10	31,250.0						

RAG Status	
Green - On schedule and/or no problems being encountered	<u>Deliverability of Places</u>
Amber - Some problems being encountered which management need to be aware of.	Green— Permanent places will be delivered by date required.
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Project Name	PM	Latest Approved Budget £'000	Actual to P10 2016/17 £'000	Budget Remaining £'000	Design and Construction RAG Status				Delivery of places	Scheme commentary
					Finance	Deliverability	Planning	Highways		
SCHEMES IN DEVELOPMENT TO COMPLETE 2017										
Park Spring PS 105 places	DO	3,900.0	585.8	4,900.0					Gateway 4 Submission 13th February 2017	An Early Works Agreement has been issued and work has started onsite to provide temporary hard play. The DCR for the full scheme has received Executive Member approval and is in the process of being published. An invalid planning application letter was issued to the architects in December 2016. The required information has now been received but this does set the planning application date back to 5th January 2017. Planning have confirmed that they will commit to getting planning approval for the target date of 3rd March 2017. The Clugston Gateway 4 submission is planned to be received on 13th February 2017.
Cottingley Primary Academy 105 places	ES	750.0	1.7	1.7					On Hold	No additional information has been issued by the school/Academy sponsor. No Further update available. It should be noted no works are required for September 2017.
Iveson 105 places	AR	TBC	TBC	TBC					Gateway 0a - Mid March 2017	PPPU have put together a resource proposal and commissioned a Risk Workshop with NPS which was completed, and a site visit has been scheduled. Full works need to be completed for September 2018, however some internal remodeling will be required during the 2017 summer break (currently out of scope) and Mechanical & Electrical works are also planned as part of the Planned Maintenance Programme (PMP) for summer 2017 which are out of the scope of this project. The School has self proposed the expansion so there is no formal statutory process to go through. Programme has slipped due to lack of information and availability of design team.
Greenside PS 105 places	DO	2,500.0	17.3	2,490.0					Project Brief and Gateway 0a approval February 2017	The draft Project Brief has been submitted for Gateway 0a approval. All RAGS have been set to AMBER until the procurement route and an indicative the programme is available. These RAG statuses will be reassessed at the end of Gateway 0b.
Total for schemes in development to complete 2017		7,150.0	604.8	7,391.7						
SCHEMES IN DEVELOPMENT TO COMPLETE 2018										
Fieldhead Carr PS 210 places	AS	4,900.0	67.9	4,900.0					Submission of Planning Application March 2017	Gateway 1 signed-off. PCSA finalised and signatures from both Houlton's and LCC have been obtained. Stage 2 design meetings progressing well. Public consultation took place at the school 01.02.17 - very positive and well-attended. Costs at Stage 1 were higher per m2 than the target rate but overall indicate that the scheme can still be delivered within the initial funding allocation. Work will be ongoing throughout the scheme to reduce the cost per m2. A proposal is up coming to combine Gateways 2 and 3 in order to ensure start on site for the Summer 2017 holidays.
Hunslet Moor 105 places	MM	4,553.3	41.8	4,553.3					End of Concept Design early March 2017	NPS revised feasibility report with costs on 2 options on competitive tender basis and a revised programme received 31/01/17. Comments received from school on the revised layout of refurb option. Gateway 1 report produced ready for sign off on 06/02/17 recommending new build option. Funding is set to AMBER as feasibility costs are higher than initial high level cost estimate (mainly due to greater area of new build and refurb), however budget has not yet been set / injected. Deliverability is AMBER as delay to feasibility and need to get a contractor on board has put back the programme. Outcome of feasibility means the procurement route needs to be reviewed and revised.
Carr Manor PS 210+12 place SEN provision places	DO	TBC	TBC	TBC					Project Initiation early 2017	Childrens Services have advised that they are having ongoing discussions with the School to enable them to assess the school's requirements. No further action is to be undertaken until Childrens Services have confirmed that they and the school are ready to inform a Project Brief. All RAG statuses will remain as AMBER until the project has been initiated, as until this time it is not possible to plan the project.
Dolly Lane / Shakespeare PS 315 places	JR	11,585.1	10.6	11,585.1					Tender Award March 2017	Final selection process completed and the preferred contractor has been selected subject to formal sign off of the Tender Acceptance Report. Alcatel letters have been sent to the Contractor, Stand still period ends 5pm 13/02/17. A tender acceptance report is under preparation. Subject to there being no challenge to the decision, and following approval of the tender acceptance award, contract documents can be drawn up and the successful contractor appointed. The NPS commission for scope of works for the for Technical Advisor role is still under review. The DCR requesting £11,585,080 has been approved and the decision can be implemented, call in expired on 31.01.17. Next steps will be to finalise and agree design development for inclusion within the cost ceiling, planning and preparation of contract documents, public consultation and gateway 2 report
Total for schemes in development to complete 2018		21,038.4	120.3	21,038.4						

LEARNING PLACES – DASHBOARD REPORT - 7 February 2017
FINANCE REPORTING TO END OF PERIOD 10—2 February 2017

RAG Status	
Green - On schedule and/or no problems being encountered	<u>Deliverability of Places</u>
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Project Name	PM	Latest Approved Budget £'000	Actual to P10 2016/17 £'000	Budget Remaining £'000	Design and Construction RAG Status				Delivery of places	Scheme commentary
					Finance	Deliverability	Planning	Highways		
SEMH SCHEMES DELIVERING IN 2018 (with ATS)										
Leeds East SEMH 100 places	CG	45,000.0	6,979.1	45,000.0					Completion of Building Works Dec 2017	Full site progress meeting scheduled for 8th Feb 2017. Work is progressing well with up to 50% of the steel superstructure now installed. As of last visit to site one day had been lost to sub zero temperatures wherein the steel columns could not be cast in concrete. Work is progressing well. Highways work was due to start 6th Feb 2017, this has been delayed due to travellers occupying the development area. Highways are working with the Liaison Officer to resolve this, full update is not available at present due as this issue is still too new. RAG remains to amber to reflect the complexity of the current position and the potential for inclement winter weather affecting the construction programme. This will be reviewed once feedback has been issued from Highways over their works.
Leeds South SEMH 100 places									Completion of Building Works April 2018	Full site progress meeting scheduled for 8th Feb 2017, full update available from this date. As of last visit all ground preparation work was completed and foundations were due to be instigated. No issues have been reported by exception or early warnings published.
Leeds North SEMH 100 places										Completion of Building Works Aug 2018
Total for SEMH schemes delivering in 2018		45,000.0	6,979.1	45,000.0						
SCHEMES IN DEVELOPMENT TO COMPLETE 2019										
Co-op CAL 300 places	JR	TBC	TBC	TBC					Completion of Feasibility end of April 2017	Meeting took place between LCC, SPV and Mitie to discuss the required deliverables for feasibility. Feasibility fee proposal now received and awaiting response from SPV to queries raised on the deliverables for feasibility. RAG's set to Amber due to level of uncertainty and lack of detail at this stage.
Benton Park Secondary School 150 places	LWa	TBC	TBC	TBC					Commission Feasibility Report Feb 2017	Childrens services have selected Option 3E to be taken into Feasibility which includes a new super block and the retention of the Sports Hall and Block 7 science with light refurbishment. The Fee proposal has been accepted and the project is moving into Feasibility. Issues still remain with the "Listing" decision which will be made February 17.
Fearnville Secondary School TBC places	GB	TBC	TBC	TBC					Complete Viability end May 2017	This school project is currently being progressed along with the redevelopment of Fearnville Leisure Centre on a shared site. The project is in the very early stages however the requested time frame may be unachievable if scoping can not be completed soon. Difficulties lie with developing two interdependent projects together with different timescales. Hence the deliverability RAG has been put at RED, and will be updated as we progress.
Total for schemes in development to complete 2019		0.0	0.0	0.0						



Report author: Sandra Pentelow
Tel: 3788655

Report of Head of Corporate Governance and Scrutiny Support

Report to Scrutiny Board (Children's Services)

Date: 30 March 2017

Subject: Innovation in Children's Services

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

- On 15 December 2016 the Scrutiny Board (Children's Services) considered the budget proposals for 2017/18. Within the planned Childrens Service budget outlined was funding from an innovations bid which was subject to approval. The Scrutiny Board (Children's Services) at that time expressed concern that the funding had not been approved. At the end of February 2017 the Department for Education awarded Leeds City Council innovation funding of £9.6 million.
- Attached as appendix 1 is the report of the Director of Children's services, 22nd of March 2017. The purpose of this report is to inform Executive Board of Children's Services' success in negotiating a three year investment in the city's services for children and families and outlines how this funding will be utilised.

Recommendations

- Members are asked to:
 - note the report of the Director of Children's services dated 22 March 2017.
 - make recommendations as deemed appropriate.
 - to identify areas which may require further Scrutiny focus during 2017/18

Background documents - None¹

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

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Report of the Director of Children's Services

Report to Executive Board

Date: 22nd March 2017

Subject: Innovation in Children's Services



Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

1. The innovation and success of Leeds Children's Services in recent years has been recognised by both OfSTED and the Department for Education (DfE). As part of our continuing close partnership working with government, the DfE have now agreed to invest £9.6 M over the next three years in Leeds' services for children and families.
2. This additional funding will be used to accelerate the city's reform agenda, helping to trial and develop new approaches and reshape and refocus existing services. There are three main areas of new services:
 - *Restorative Extended Support Teams*: these new teams will provide additional social work leadership and capacity for cluster teams, strengthening local working between social work, schools and other services. The teams will be initially targeted at the seven clusters of highest need and then expanded across the city.
 - *Restorative Adolescent Service*: this service will work to integrate and improve practice and services for young people and their families. Funding will be used to invest in additional capacity and expertise in specialist support for these young people and their families, for example in additional clinical psychologists and speech and language therapists.
 - *Centre for Excellence*: Leeds is already working as a 'Partner in Practice' with the DfE, one of a small number of high performing Local Authorities that work with government to provide support to weaker councils and to lead sector reform. The Centre for

Excellence is designed to build on this work: strengthening our work on sector wide training and development; developing and sharing best practice; promoting research and evidence based practice; and consultancy support.

3. In addition to these three areas of change, the funding will also allow Children's Services to speed up work to reshape our existing services in order to continue the city's strategy whilst reducing costs and increasing efficiency in line with the Council's Medium Term Financial Plan.

Recommendations

4. Executive Board is recommended to:
 - Welcome the success of Children's Services in attracting funding to the city
 - Endorse the acceptance, use and planned investment of Innovation Funding
 - Delegate responsibility for implementation to the Director of Children's Services

1 Purpose of this report

- 1.1 The purpose of this report is: to inform Executive Board of Children's Services' success in negotiating a three year investment of £9.6 M in the city's services for children and families; to seek the Board's approval for acceptance and use of the funding; and to give the Director of Children's Services delegated responsibility for implementation.

2 Background information

- 2.1 Children's Services in Leeds have made significant and sustained progress in recent years. Outcomes, practice and local services have all been improved, including marked improvements in the three 'obsessions', attendance, NEET and the number of children needing to become Looked After. Improved outcomes have led to reduced costs – for example savings on external placements add up to £7.5 million per year. These improvements have been recognised by OfSTED, government and in high profile national awards.
- 2.2 The Innovation Fund is a Department for Education initiative which aims to provide funding for trialling new approaches across the children's social care system. The longer term ambition is to use these pilot projects to inform and drive reform across the entire sector. Leeds was successful in the first round of the Innovation Fund, winning over £4.5 M for the 'Family Valued' programme that invested in restorative practice, Family Group Conferencing and domestic violence services.
- 2.3 The current round of the Innovation Fund is supported by £200 M of government funding over three years. Leeds has won the single largest amount, £9.6 M, which will be nearly 5% of all the national funds. This reflects the support of the DfE for the Leeds strategy, faith in our ability to implement change and the strength of the city's partnership in improving outcomes for children.
- 2.4 This success with the Innovation Fund is just one of the city's recent successes in attracting funding for services for children and families. Other successes include additional funding for Families First, over £1.5 M for the Leeds-Wakefield Teaching Partnership and other social work training initiatives. Work is ongoing to attract further investment to support our strategy.

3 Main issues

- 3.1 Whilst the city has made great progress in recent years, and is well placed to continue that success, children's services face considerable challenges in the next few years. Our strategy is working but needs to accelerate and adapt to meet the new and increasing pressures of demographic growth and change, rising deprivation and the national trend of ever-rising demand for social care.
- 3.2 Over the past year Children's Services have been in negotiation with the DfE to secure additional support and investment to secure the next stage of our strategy. In February the Department confirmed that Leeds would be awarded £9.6 M over the next three years.

3.3 This additional funding will be used to accelerate the city's reform agenda, helping to trial and develop new approaches and reshape and refocus existing services. There are three main areas of new services:

- *Restorative Extended Support Teams (REST)*: these new teams will provide additional social work leadership and capacity for cluster teams, strengthening local working between social work, schools and other services. The teams will be initially targeted at the seven clusters of highest need and then expanded across the city.
- *Restorative Adolescent Service*: this service will work to integrate and improve practice and services for young people and their families. Funding will be used to invest in additional capacity and expertise in specialist support for these young people and their families, for example in additional clinical psychologists and speech and language therapists.
- *Centre for Excellence*: Leeds is already working as a 'Partner in Practice' with the DfE, one of a small number of high performing Local Authorities that work with government to provide support to weaker councils and to lead sector reform. The Centre for Excellence is designed to build on this work: strengthening our work on sector wide training and development; developing and sharing best practice; promoting research and evidence based practice; and consultancy support.

3.4 Work on these proposals is not fully finalised at this stage as negotiation has continued with DfE until very recently. Some areas of work, for example the REST, are already being piloted in some areas of the city. The Council is now leading an intensive programme of planning and consultation to ensure full implementation begins in the new financial year.

3.5 In addition to these three areas of change, the funding will also allow Children's Services to speed up work to reshape our existing services in order to continue the city's strategy whilst reducing costs and increasing efficiency in line with the Council's Medium Term Financial Plan.

4 Corporate Considerations

4.1 Consultation and Engagement

4.1.1 The initial proposals for the bid were developed through extensive consultation and cooperation with national government and key local partners in the NHS, schools and clusters. Implementation will be informed by further engagement and partnership working with local services, children and families over the next six months.

4.2 Equality and Diversity / Cohesion and Integration

4.2.1 The design of these proposals and their implementation will be, in part, shaped by an awareness of the variations in needs and demand across different areas and communities in the city. Implementation will therefore be informed by an analysis

of what works with the highest needs children and families and through consultation and engagement with these communities and families.

4.3 Council policies and Best Council Plan

4.3.1 These proposals are fully in line with Council policies and are an important element of the Best Council Plan and the ambition to make Leeds a Child Friendly City.

4.4 Resources and value for money

4.4.1 These proposals will bring valuable additional investment to a key priority area for the Council at a time of high budget pressures. These funds will enable quicker progress on Children's Services strategy to invest in better early support in order to reduce the need for higher cost interventions, and to meet the aims of the Medium Term Financial Plan.

4.5 Legal Implications, Access to Information and Call In

4.5.1 Owing to the timing of the formal notification that Children's Services have been successful in obtaining Partner in Practice funding of £9.6 million, the service could not meet the 28 day notice period required to publish this matter on the List of Forthcoming Key Decisions. The funding requires immediate approval by the Local Authority to allow implementation of the plans submitted to the Department for Education, therefore, the proposed decisions set out in the recommendations of this report could not be deferred to the April Executive Board meeting. As such, it is proposed that the recommendations detailed within this report are considered at the 22 March 2017 Board meeting, in line with the Council's 'General Exception' procedures, as detailed at Executive and Decision Making Procedure Rule 2.5.

4.5.2 The notification of the Key decision has since been published on the List of Forthcoming Key Decisions.

4.5.3 This report is subject to call-in.

4.6 Risk Management

4.6.1 Analysis and mitigation of risk is a key element of the ongoing programme planning and management of Innovation Fund projects. These will be managed by the Director of Children's Services.

5 Conclusions

5.1 Securing the largest share of the national Innovation Funding is a significant success for Leeds, and reflects the government's confidence in our strategy. The funding provides an invaluable opportunity at a time of serious budget pressures to not just protect the progress we have made but to take the next steps on our improvement journey.

6 Recommendations

6.1 Executive Board is recommended to:

- Welcome the success of Children's Services in attracting funding to the city
- Endorse the acceptance, use and planned investment of Innovation Funding
- Delegate responsibility for implementation to the Director of Children's Services

7 Background documents¹

7.1 None

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Report of the Head of Governance Services and Scrutiny Support

Report to Scrutiny Board (Children's Services)

Date: 30 March 2017

Subject: Work Schedule

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

1 Purpose of this report

1.1 The purpose of this report is to consider the Scrutiny Board's work schedule for the forthcoming municipal year.

2 Main Issues

2.1 A draft work schedule is attached as appendix 1. The work programme has been provisionally completed pending on going discussions with the Board.

2.2 When considering the draft work programme effort should be undertaken to:

- Avoid duplication by having a full appreciation of any existing forums already having oversight of, or monitoring a particular issue
- Ensure any Scrutiny undertaken has clarity and focus of purpose and will add value and can be delivered within an agreed time frame.
- Avoid pure "information items" except where that information is being received as part of a policy/scrutiny review
- Seek advice about available resources and relevant timings taking into consideration the workload across the Scrutiny Boards and the type of Scrutiny taking place
- Build in sufficient flexibility to enable the consideration of urgent matters that may arise during the year

3. Recommendations

3.1 Members are asked to:

- a) Consider the draft work schedule and make amendments as appropriate.

4. **Background papers**¹ - None used

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Draft Scrutiny Board (Children's Services) Work Schedule for 2016/2017 Municipal Year

Schedule of meetings/visits during 2016/17			
Area of review	June	July	August
Inquiries		Children's Centres - Scoping	
Annual work programme setting - Board initiated pieces of Scrutiny work (if applicable)	Consider potential areas of review		
Budget	Budget Update 2015/16 outturn and 2016/17 update		
Policy Review		Academies – impact and governance	
Recommendation Tracking			
Performance Monitoring	Performance Report	Ofsted improvement areas– progress update	
Working Groups			

*Prepared by S Pentelow

Draft Scrutiny Board (Children's Services) Work Schedule for 2016/2017 Municipal Year

Schedule of meetings/visits during 2016/17			
Area of review	September	October	November
Inquiries	Agree scope of review for ** Children's Centre inquiry	Evidence Gathering Children's Centre Inquiry	Evidence Gathering Children's Centre Inquiry
Recommendation Tracking	NEET (To include IAG and preparing for post year 11)		
Policy Review	Children's Services Budget	Home Education	
Performance Monitoring			Leeds Safeguarding Children – Annual Report (with Private Fostering Recommendation Tracking)
Working Groups		Post 16 SEN Transport – Nov Exec Board	

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* Prepared by S Pentelow

Draft Scrutiny Board (Children's Services) Work Schedule for 2016/2017 Municipal Year

Schedule of meetings/visits during 2016/17			
Area of review	December	January	February
Inquiries		<u>Evidence Gathering</u> Children's Centre Inquiry – Visits	<u>Evidence Gathering</u> Children's Centre Inquiry SEND Inquiry – Agree report
Budget	Initial Budget Proposals 2017/18 and Budget Update (including Cluster Funding Arrangements)		
Policy Review	Corporate Parenting		
Recommendation Tracking			
Performance Monitoring	Performance Report - Including Voice and Influence		Universal Activity Funding – performance, consistency and delivery since the delegation of responsibility and budgets to Community Committees - review
Working Groups			

Draft Scrutiny Board (Children's Services) Work Schedule for 2016/2017 Municipal Year

Schedule of meetings/visits during 2016/17			
Area of review	March	April	May
Inquiries	Directors Response SEND Inquiry		
Budget and Policy Framework			
Recommendation Tracking			
Performance Monitoring	Learning for Leeds - Basic Need Update and School Allocation OFSTED - SEND outcomes Innovation Funding Award	SEMH and Behaviour Management Cluster position update Annual Standards Report (Exec Board April)	
Working Groups			

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Unscheduled - required :

- Ongoing Post16 SEND working group - Transport Statement for final policy– Exec Board June 2017?
- Transition to Adult Services – Young People outside social care
- Targeted Youth Services (March/April ?)
- Data - schools/area performance challenge working group??

Work being undertaken by other boards

- Autism, TaMHS and CAMHS tracking (Adult Social Services, Public Health, NHS and Scrutiny Board)

Updated - March 2017

*Prepared by S Pentelow

Key: SB – Scrutiny Board (Children's Services) Meeting

WG – Working Group Meeting