

## The Refreshed 3As Plan

Date: 29th November 2023

Report of: The Director of Children and Families Services

Report to: Scrutiny Board (Children and Families)

Will the decision be open for call in? Yes No

Does the report contain confidential or exempt information? Yes No

### **What is this report about?**

#### **Including how it contributes to the city's and council's ambitions**

- This report summarises the new 3As plan which covers 2024-2026. Following wide-ranging consultations with school leaders and review of the previous plan by service providers, it outlines the priorities, explains the rationale and provides outcome measures. A full list of the five priorities, actions and impact measures can be found in Appendix 1.
- The report is structured sequentially with each priority being divided into its actions, how they will be undertaken and the intended impact they will be measured by.

#### **Recommendations**

Scrutiny Board members are asked to consider and comment on the draft new 3As 2024-2026 Strategy to help inform the final version. Local authority officers will be present at the board meeting to provide appropriate inputs and to respond to questions.

## Why is the proposal being put forward?

- 1 [The Best Council Plan](#) has the aspiration for Leeds to be a child-friendly city. The [Leeds Children and Young People's Plan](#) (CYPP) explains this child friendly approach in greater detail and sets out eleven priority areas of work and three key obsessions. The third obsession is to *improve achievement, attainment, and attendance in learning settings*. To deliver on this obsession, the 3As Strategy was developed in 2018. The current strategy builds on the development of this as outlined below.
- 2 The Covid-19 pandemic necessitated a re-evaluation of the strategy to address the significant, immediate, and longer-term impacts on the health, wellbeing and learning of our children and young people. Consequently, the 3As Strategy was revised in autumn 2021.
- 3 This Refreshed 3As Plan set out to align the work of teams in the Children and Families Directorate around five key priorities with progress against each priority. The Refreshed 3As Plan aimed to ensure that all resources and capacity across the directorate were employed to support better outcomes for young people.
- 4 The 3As Strategy 2024-2026 continues these aims and this focus. Once again, consultation with a wide range of stakeholders (and in particular, educational leaders) has shaped the priorities. Through roundtable events and Families of Schools' meetings, leaders have told us what their concerns are and what support they need from the local authority. We have tried to reflect them in this plan.
- 5 The plan was not designed for educational professionals to enact; rather the priorities selected are areas of focus where the Children and Families Services could have the most impact in *supporting* learning settings who work with children and young people. We recognised that each early years setting, school, academy, and college has its own priorities and development plan. The plan sets out to support them.
- 6 Our Leeds vision, as expressed in the Council's Equality and Diversity Policy, is to tackle poverty and reduce inequalities that still exist. The priorities continue to be selected by questioning whether they are likely to have a positive impact, particularly on disadvantaged cohorts of children.
- 7 The five key priorities and the associated key actions are:

### 7.1 **Priority 1: All children in Leeds are supported to improve their communication, language and literacy so they develop into strong readers, taking into account their individual needs.**

**Action 1:** A Communication & Language audit to review practice across all EY settings (PVI and childminders) will be developed and launched to all settings.

**Action 2:** Targeted communication and language programme will be offered to settings in areas of city with high indices of multiple deprivation and low Foundation Stage Profile data for communication and language, reaching at least 10% of settings.

**Action 3:** Universal free literacy training offered to all Leeds EY settings.

**Action 4:** Language, Communication and Literacy CPD programmes to be offered to all schools to include development of disciplinary knowledge, critical thinking, questioning and vocabulary development for development at KS1 and KS2.

**Action 5:** Secondary schools to be offered KS3 reading reviews to ascertain progress in reading skills in Year 8.

## **7.2 Priority 2: Support education providers to ensure children and young people regularly attend their educational setting**

**Action 1:** All schools to be offered register checks and be allocated a link Attendance Officer.

**Action 2:** Establish Significant Absence Panels.

**Action 3:** Review the code of conduct for the use of fixed penalty notices and school attendance orders.

**Action 4:** Co-produce revised strategy for Alternative Provision and reinforce city-wide shared commitment to avoid exclusion.

**Action 5:** Local Authority SEND support colleagues and school-based SENDCOs will focus on identifying effective support for SEND pupils in order to improve attendance.

## **7.3 Priority 3: Support education settings to meet the needs of Children and young people with Special Educational Needs and Disabilities (SEND)**

**Action 1:** Supporting implementation of the Graduated Approach Toolkit for SENDCOs will ensure children have clearer pathway for support and will be further developed to be accessible to all phases.

**Action 2:** Ensure clear communication and alignment of service objectives with ongoing development through the DFE Change Programme Pilot.

**Action 3:** Complete school SEND curriculum reviews using the SEND review curriculum toolkits.

**Action 4:** Review and remodel funding for inclusion to ensure it meets needs of children within their settings.

**Action 5:** Improve the timeliness of EHCP Needs Assessment process, developing effective strategies where delays occur and ensure a provision offer of 'waiting well' which supports children and settings.

## **7.4 Priority 4: All children, young people and staff in learning settings feel safe and supported with their wellbeing**

**Action 1 :** Launch an effective online gateway platform for staff in schools that brings together a range of support for wellbeing.

**Action 2:** Continue to work in partnership with colleagues in health and social care to embed a city-wide trauma informed service that provides support to education professionals working with traumatised children in schools and settings.

**Action 3:** To engage Leeds schools/settings with the My Health, My School Survey, supporting them to deliver practice to improve pupil wellbeing, with a particular focus on pupil examination stress.

**Action 4:** Support school leaders in dealing with gang related violence and knife crime in their settings.

**7.5 Priority 5: Ensure all young people in Leeds participate in education, employment and training after statutory school age and progress to a positive destination.**

**Action 1:** Engage an interim strategic lead to focus on reducing NEET and achieving full participation for young people aged 16-18 (25).

**Action 2:** Prioritise post-16 provision place planning and provider attraction to ensure sufficiency of places for young people at the right levels.

**Action 3:** Ensure wider understanding of the changing nature and impact of post 16 curriculum and qualification reforms.

**Action 4** Support the impact of careers education, information, advice and guidance in schools and post 16 settings and review and develop digital information resources and communications which meet the needs of young people and professionals.

**Action 5:** Develop a Risk of NEET indicator to identify and target support to those who most need it.

**What impact will this proposal have?**

**Wards Affected:**

Have ward members been consulted?      Yes      No

- 8 Each element of the plan identifies the impact of actions both in the short term, to improve immediate support for educational settings, and also identifies impact over time, which reflects the intended impact on outcomes for children and young people.

**What consultation and engagement has taken place?**

- 9 Once again, we have consulted with a range of stakeholders to determine our priorities. Through roundtable events and Families of Schools' meetings, leaders have told us what their concerns are and what they need from the local authority. We have tried to reflect them in this plan.
- 10 The information captured from the stakeholder engagement events was collated, cross-referenced and it was established which themes were consistently raised by participants across the consultation events. These themes were reviewed by Children and Families Senior leaders with final oversight from the Executive Member for Economy, Culture and Education.
- 11 The refreshed 3As Plan is closely aligned with plans and strategies across the authority including but not exclusive to; the Best Council Plan, the Children and Young People's Plan, the SEND Strategy, the Children and Young People's 12 Wishes and also with recommendations from previous Scrutiny Board Meetings.

**What are the resource implications?**

- 12 The Council's Strategy and Resources Scrutiny Board maintains oversight of the financial management plan in accordance with its remit.
- 13 In refreshing the priorities of the 3As Plan, Children and Families Services resources will be deployed appropriately to ensure support can be given where the most impact can be made for children, families and learning settings across Leeds, with a focus on those who have been disproportionately affected.

## What are the legal implications?

14 This report has no specific legal implications.

## What are the key risks and how are they being managed?

15 Children and Families Services Leadership Team, The Good Learning Places Board and the Learning Leadership Team will continue to monitor the progress of the 3As Plan and the actions which sit below it and will regularly assess the risks associated with the implementation of the Plan.

## Does this proposal support the council's 3 Key Pillars?

Inclusive Growth

Health and Wellbeing

Climate Emergency

16 Providing the right support at the right time, the local authority enables children, families and learning settings to succeed. This, in turn, has significant positive influence within the Inclusive Growth Plan for Leeds as children and young people who enter apprenticeships and into working life will add their wealth of talents in contributing to the city's economic growth.

17 Work continues to promote energy efficiency and eco-awareness with schools, students and with families. There are likely to be environmental impacts associated with the pandemic that will become clearer over time. Where current changes in how work is undertaken, how schooling is delivered and where support is offered to children and families, there are potential opportunities for carbon saving efficiencies. This potential is being balanced against the determination to continue to deliver high quality, personalised services.

18 The health and wellbeing of staff within learning settings, as well as the children and young people who attend them, is incorporated into the aims of the 3As Plan. Mental and physical health are intrinsically linked and learning settings have existing plans in how to improve the wellbeing of every child, young person, and adult within their learning community. Children and Families Services proactively support settings to support their staff and the children and young people who attend their settings.

## Options, timescales and measuring success

### How will success be measured?

19 Each of the priorities identified in the refreshed plan has key actions and identified impact measures which will enable those directing the plan to regularly assess the impact of the work being undertaken by the local authority and report progress made. The plan also identifies longer term intended impact on outcomes for CYP. That is, how the actions the service have committed to deliver to support schools can have an impact over time on outcomes for CYP.

## What is the timetable for implementation?

20 The 3As Plan runs until August 2026. Each of the measurable targets have their own timeframe for completion, implementation, delivery, and monitoring.

## Appendices

21 Appendix 1 - Draft version of the 3As Plan 2024-2026.

## Background papers

22 None.