

Children and Young People Select Committee Agenda

Wednesday, 28 June 2017

7.15 pm,

Council Chambers

Civic Suite

Lewisham Town Hall

London SE6 4RU

For more information contact: Emma Aye-Kumi (Tel: 020 8314 9534)

This meeting is an open meeting and all items on the agenda may be audio recorded and/or filmed.

Part 1

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Children and Young People Select Committee Members

Members of the committee, listed below, are summoned to attend the meeting to be held on Wednesday, 28 June 2017.

Barry Quirk, Chief Executive
Tuesday, 20 June 2017

Councillor Luke Sorba (Chair)	
Councillor Liz Johnston-Franklin (Vice-Chair)	
Councillor Chris Barnham	
Councillor Andre Bourne	
Councillor Joyce Jacca	
Councillor Helen Klier	
Councillor Hilary Moore	
Councillor Jacq Paschoud	
Councillor John Paschoud	
Councillor Alan Till	
Sharon Archibald (Parent Governor Representative)	
Gail Exon	Church Representative
Monsignor N Rothern	Church Representative
Kevin Mantle (Parent Governor Representative)	Parent Governor representative for special schools
Councillor Alan Hall (ex-Officio)	
Councillor Gareth Siddorn (ex-Officio)	

MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Wednesday, 19 April 2017 at 7.00 pm

PRESENT: Councillors Luke Sorba (Chair), Liz Johnston-Franklin (Vice-Chair), Chris Barnham, Andre Bourne, Councillor Joyce Jacca, Helen Klier, Jacq Paschoud, John Paschoud, Alan Till, Sharon Archibald (Parent Governor Representative), Monsignor N Rothon (Church Representative) and Kevin Mantle (Parent Governor representative for special schools) (Parent Governor Representative) and

APOLOGIES: Councillors Hilary Moore and Gail Exon

IN ATTENDANCE: Councillor Paul Maslin (Cabinet Member for Children and Young People)

ALSO PRESENT: Kate Bond (Head of Standards & Inclusion), Stephen Kitchman (Director of Children's Social Care), Sara Williams (Executive Director, Children and Young People), Emma Aye-Kumi (Scrutiny Manager), Jackie Jones (Service Manager - School Improvement), Dave Sheppard (Executive Head of Leathersellers' Federation of Schools) and Katie Wood (Scrutiny Manager)

1. Confirmation of Chair and Vice-Chair

It was RESOLVED that

- 1) Councillor Luke Sorba be confirmed as Chair of the committee
- 2) Councillor Liz Johnston-Franklin be confirmed as Vice-Chair of the committee.

The Chair welcomed Councillor Joyce Jacca as a new member of the committee, and Councillor John Paschoud who was returning to the committee after a break.

The Chair noted his thanks to Mark Saunders, parent governor representative (secondary) who had resigned from the role as he was moving out of borough.

The Chair thanked the existing non-councillor committee members for their valued and continued involvement with the committee.

The Chair also recorded his thanks to the previous Chair, Councillor Hilary Moore, who had chaired the committee for the previous 2 years.

The Chair welcomed David Sheppard, Executive Head of Leathersellers' Federation of Schools, to the meeting.

RESOLVED that the minutes be agreed as an accurate record of the proceedings.

In relation to Item 8 of the minutes, regarding school funding, the Chair asked Sara Williams, Executive Director for Children and Young People's Services, to update the committee regarding school budget deficits, and in particular about Forest Hill School (FHS).

The following was noted:

- Sedgehill School, Forest Hill School and Prendergast Ladywell Fields College (PLFC) had received approval from the Mayor to deficits of over £500,000.
- PLFC was on target with its deficit payback plan and was now spending within its budget in-year.
- Sedgehill School's in-year budget was balanced and it was meeting its repayment schedule.
- FHS had worked hard to get its budget in reasonable shape through restructuring of support staff and teaching staff. This involved redundancies, with potentially one compulsory redundancy. Further strike action was anticipated this term.
- Other schools had smaller deficits and all were producing or had produced recovery plans to be signed off by the Executive Director for CYP.
- The council had arranged over 20 well-attended training sessions to support schools with budget management and to provide financial health checks.
- The council's financial escalation procedure had been tightened to ensure that schools were challenged and that any issues came to light early on.
- Around 50 schools were operating an in year deficit and all had been challenged, either to show that there were legitimate one-off expenses for which they had saved or that they were addressing and inherent overspend.
- Approximately 10 schools were carrying out major staffing restructures.
- Schools were sharing advice and best practice on matters such as use of pupil premium funds, to ensure that funds were being used efficiently.
- No further deficits were expected to be reported to the Mayor (ie over £500k).
- Members were concerned that schools would find it hard to achieve improved results while making the savings required by the government changes to the funding formula.

3. Declarations of interest

There was none.

4. Responses to Referrals to Mayor and Cabinet

None was due.

5. Annual Schools Standards Report 2015/16

Sara Williams (Executive Director for Children and Young People), Kate Bond (Head of Standards and Inclusion) and Jackie Jones (Service Manager – School Improvement) were available to take questions.

The following was noted in discussion:

- The secondary sector in Lewisham was experiencing a significant culture change. Nine new heads had been appointed and schools were working to build closer relationships with each other. A challenge lead with extensive school improvement experience had been in place for this academic year. Cultural change would not bring immediate results but would create a solid foundation upon which to build.
- The borough's primary schools were achieving very well, with all but one primary school achieving Outstanding or Good Ofsted ratings. It was noted that the Ofsted threshold for good/ outstanding had been raised and recent inspections were comfortably meeting the standard.
- Gap analyses had been conducted to establish the reasons for the dip in KS2 results last year and officers were confident that this year's results would be better.
- David Sheppard, Executive Headteacher - Leathersellers' Federation suggested that individual schools were particularly vulnerable, since schools belonging to federations could combine resources and better withstand curriculum and financial pressures. He cited PLFC's rapid deficit recovery as an example of how federations were beneficial to schools.
- Sedgehill School was in a difficult position as it was subject to an academy order but no sponsor had come forward. Around 60-100 schools nationally were in the same predicament. The council would continue to navigate the situation with the government but a quick resolution was proving challenging.
- Secondary school results were improving slowly and in 2016 the low results from FHS and Sedgehill School had been critical in putting Lewisham at the bottom of the London league table.
- Officers did not feel that migration patterns impacted significantly on secondary results.
- Fluctuating results reflected challenges with leadership and management. The council's emphasis was on improving senior and middle management in secondary schools.

- While white low income children were the lowest performing group overall, vulnerable groups varied between schools. Officers were confident that every school in the borough was 'Ofsted-ready' and could identify which pupil groups were vulnerable or struggling and what was being done to support them.

RESOLVED:

1. That the report be noted.
2. That Kate Bond, Head of Standards and Achievements, would update the Committee regarding Sedgehill School at the next meeting.

6. Update on Ofsted Improvement Plan

Stephen Kitchman, Director for Children's Social Care, presented the report.

Supplementary detail was provided in response to questions on the plan and the committee heard that:

- This was the quarter 3 report in relation to the Ofsted improvement plan.
- In response to a question regarding Viewpoint progress, officers advised that a revised questionnaire was being progressed.
- Changes to IT meant that social workers now had smart phones and ipads to enable them to complete paperwork in any suitable confidential place, freeing up space in the office. Staff could access LiquidLogic – the social work recording system – from their ipads and also secure-link to e-case files from home. This offered flexibility to social workers as well as time savings.
- Around 1/3 of the Ofsted recommendations were in relation to the 'front door'. Fundamental changes had been made to initial contact, and the MASH was providing a more holistic view. Housing, schools representative (currently being advertised), and CAMHS had committed to joining the MASH but this had not yet happened.
- A new early help team had been established.
- Within the MASH there was an outcome for every referral.
- The quarter 4 Ofsted improvement plan report would be presented to Committee as scheduled within the work programme.

It was RESOLVED that the contents of the report, and the extension of a small number of target completion dates as set out in the report, be noted.

7. Select Committee work programme

Emma Aye-Kumi, Scrutiny Manager, introduced the item. She invited Katie Wood to present the scoping paper for the review of recruitment and retention of staff in Lewisham schools.

The following was noted:

- The committee was broadly happy with the scope but wanted additional emphasis on school budgets/ finances.
- The annual report on School Budgets, currently scheduled for 7 June, should be considered jointly with the Public Accounts Select Committee (PAC) .
- The committee wanted to reschedule the June meeting, currently scheduled for the eve of the general election. The Chair agreed to address this outside of the meeting, and to coordinate with PAC.
- Officers felt that the item on the Lewisham Music Service – implementation of new Trust arrangements, currently scheduled for consideration at the July meeting, should be postponed until September to allow the new arrangements to be in place for longer so an accurate picture could be reported.
- The human trafficking item that was postponed from the previous year's work programme should be timetabled for July, subject to the external speaker's availability.
- There was support in principle for inviting the Mayor to attend in December, with the topic for discussion to be decided nearer the time.

RESOLVED:

- 1) That the KLOE and timetable proposed in the scoping report be agreed.
- 2) That the review places additional emphasis on budget/ finance issues.
- 3) That an item on child trafficking be added to the work programme for July, subject to the external speaker's availability.
- 4) That the schools funding item scheduled for the June meeting be held jointly with PAC.
- 5) That the Chair correspond with the committee outside of the meeting regarding potentially changing the date of the 7 June meeting.
- 6) That the item on the Lewisham Music Service currently scheduled for July be postponed until September.
- 7) That a session with the Mayor be scheduled into the work programme for December.

8) That the work programme be presented to Business Panel for consideration.

8. Referrals to Mayor and Cabinet

No referrals were made.

The meeting ended at 9:12pm

Chair:

Date:

Agenda Item 2

Committee	Children and Young People Select Committee	Item No.	2
Title	Declarations of Interest		
Wards			
Contributors	Chief Executive		
Class	Part 1	Date	Xx 2016

Declaration of interests

Members are asked to declare any personal interest they have in any item on the agenda.

1 Personal interests

There are three types of personal interest referred to in the Council's Member Code of Conduct :-

- (1) Disclosable pecuniary interests
- (2) Other registerable interests
- (3) Non-registerable interests

2 Disclosable pecuniary interests are defined by regulation as:-

- (a) Employment, trade, profession or vocation of a relevant person* for profit or gain
- (b) Sponsorship –payment or provision of any other financial benefit (other than by the Council) within the 12 months prior to giving notice for inclusion in the register in respect of expenses incurred by you in carrying out duties as a member or towards your election expenses (including payment or financial benefit from a Trade Union).
- (c) Undischarged contracts between a relevant person* (or a firm in which they are a partner or a body corporate in which they are a director, or in the securities of which they have a beneficial interest) and the Council for goods, services or works.
- (d) Beneficial interests in land in the borough.
- (e) Licence to occupy land in the borough for one month or more.
- (f) Corporate tenancies – any tenancy, where to the member's knowledge, the Council is landlord and the tenant is a firm in which the relevant person* is a partner, a body corporate in which they are a director, or in the securities of which they have a beneficial interest.
- (g) Beneficial interest in securities of a body where:-
 - (a) that body to the member's knowledge has a place of business or land in the borough; and

- (b) either
- (i) the total nominal value of the securities exceeds £25,000 or 1/100 of the total issued share capital of that body; or
 - (ii) if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which the relevant person* has a beneficial interest exceeds 1/100 of the total issued share capital of that class.

*A relevant person is the member, their spouse or civil partner, or a person with whom they live as spouse or civil partner.

(3) Other registerable interests

The Lewisham Member Code of Conduct requires members also to register the following interests:-

- (a) Membership or position of control or management in a body to which you were appointed or nominated by the Council
- (b) Any body exercising functions of a public nature or directed to charitable purposes, or whose principal purposes include the influence of public opinion or policy, including any political party
- (c) Any person from whom you have received a gift or hospitality with an estimated value of at least £25

(4) Non registerable interests

Occasions may arise when a matter under consideration would or would be likely to affect the wellbeing of a member, their family, friend or close associate more than it would affect the wellbeing of those in the local area generally, but which is not required to be registered in the Register of Members' Interests (for example a matter concerning the closure of a school at which a Member's child attends).

(5) Declaration and Impact of interest on member's participation

- (a) Where a member has any registerable interest in a matter and they are present at a meeting at which that matter is to be discussed, they must declare the nature of the interest at the earliest opportunity and in any event before the matter is considered. The declaration will be recorded in the minutes of the meeting. If the matter is a disclosable pecuniary interest the member must take no part in consideration of the matter and withdraw from the room before it is considered. They must not seek improperly to influence the decision in any way. **Failure to declare such an interest which has not already been entered in the Register of Members' Interests, or participation where such an interest exists, is liable to prosecution and on conviction carries a fine of up to £5000**
- (b) Where a member has a registerable interest which falls short of a disclosable pecuniary interest they must still declare the nature of the interest to the

meeting at the earliest opportunity and in any event before the matter is considered, but they may stay in the room, participate in consideration of the matter and vote on it unless paragraph (c) below applies.

- (c) Where a member has a registerable interest which falls short of a disclosable pecuniary interest, the member must consider whether a reasonable member of the public in possession of the facts would think that their interest is so significant that it would be likely to impair the member's judgement of the public interest. If so, the member must withdraw and take no part in consideration of the matter nor seek to influence the outcome improperly.
- (d) If a non-registerable interest arises which affects the wellbeing of a member, their, family, friend or close associate more than it would affect those in the local area generally, then the provisions relating to the declarations of interest and withdrawal apply as if it were a registerable interest.
- (e) Decisions relating to declarations of interests are for the member's personal judgement, though in cases of doubt they may wish to seek the advice of the Monitoring Officer.

(6) Sensitive information

There are special provisions relating to sensitive interests. These are interests the disclosure of which would be likely to expose the member to risk of violence or intimidation where the Monitoring Officer has agreed that such interest need not be registered. Members with such an interest are referred to the Code and advised to seek advice from the Monitoring Officer in advance.

(7) Exempt categories

There are exemptions to these provisions allowing members to participate in decisions notwithstanding interests that would otherwise prevent them doing so. These include:-

- (a) Housing – holding a tenancy or lease with the Council unless the matter relates to your particular tenancy or lease; (subject to arrears exception)
- (b) School meals, school transport and travelling expenses; if you are a parent or guardian of a child in full time education, or a school governor unless the matter relates particularly to the school your child attends or of which you are a governor;
- (c) Statutory sick pay; if you are in receipt
- (d) Allowances, payment or indemnity for members
- (e) Ceremonial honours for members
- (f) Setting Council Tax or precept (subject to arrears exception)

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Agenda Item 3

Sustainable Development Select Committee		
Report Title	Mayoral response to the comments of the Select Committee on Review of Transition from Primary to Secondary Schools	
Key Decision	No	Item No 3
Ward	All	
Contributors	Executive Director for Resources & Regeneration (Head of Business & Committee)	
Class	Part 1	Date: 7 June 2017

1. Summary

This report informs members of the response given at Mayor and Cabinet to a referral in respect of discussions which the Select Committee considered on 7 June 2017.

2. Purpose of the Report

To report to members the response given at Mayor and Cabinet to recommendations made by the Select Committee regarding the Review of Transition from Primary to Secondary Schools

3. Recommendation

The Select Committee is recommended to receive the Mayoral response to the Select Committee's comments on Review of Transition from Primary to Secondary Schools

4. Background

- 4.1 The Mayor considered the attached report entitled "Mayoral response to the comments of the Select Committee on the Review of Transition from Primary to Secondary Schools" at the Mayor & Cabinet meeting held on 7 June 2017.

5. Mayoral Response

- 5.1 The Mayor received an officer report and a presentation from the Cabinet Member for Review of Transition from Primary to Secondary Schools
- 5.2 The Mayor resolved that the response shown in the attached report be approved and submitted to the Select Committee.

BACKGROUND PAPERS

Mayor & Cabinet minutes 7 June 2017

If you have any queries on this report, please contact Sarah Assibey, Committee Support Officer, 0208 314 8975

MAYOR AND CABINET			
Title	Review of Transition from Primary to Secondary Schools CYP Select Committee	Item No	
Contributors	Executive Director for Children and Young People		
Class	Part 1	Date	7 June 2017

1. Purpose of paper

- 1.1 As part of its work programme the CYP Select Committee undertook an in-depth review into transition from primary to secondary schools.
- 1.2 This paper summarises the recommendations from the review and provides an initial response from the Children and Young People Directorate for the Mayor to note.

2. Context and background

- 2.1 This report presents the findings of an in-depth review on transition from primary to secondary schools that the Children and Young People Select Committee undertook between October 2016 and February 2017. It summarises evidence gathered from a range of sources and makes a number of recommendations to ensure that children attending Lewisham's schools are well supported to get the best possible start to their secondary education and to set them up to achieve their full potential as they move through their secondary education.
- 2.2 Transition in Lewisham varies on a school by school basis. The large number of primary feeder schools – as many as 30 or more - for every secondary school complicates the picture. Secondary schools find that many pupils entering Year 7 lack the necessary skills to find their way independently through the early weeks of secondary school. On the other hand, there are lessons to be learned from primary schools about providing individually tailored support to children with a variety of needs.
- 2.3 Late sharing of crucial pupil information can impact on secondary schools' ability to put support in place for more vulnerable or disadvantaged pupils. Without the necessary plans and support in place to enable a strong start in Year 7 for every student, seamless pastoral transition is difficult to achieve.
- 2.4 The long break from academic work between the end of SATS in Year 6 and the start of Year 7 exacerbates the natural dip that all teachers are familiar with after the summer holidays. Recovery from this dip can be further hampered by secondary schools reluctance to rely on primary assessed levels, which can lead to repetition of work done in primary school and a slowdown of academic momentum as secondary schools make their own assessments of students' attainment levels. The Committee found evidence that most primary and secondary schools are broadly unfamiliar with

each others' curricula, which creates an additional obstacle to seamless academic transition.

- 2.5 Lewisham is working hard to create an outstanding secondary school sector, and in support of this a Transition Working Group (TWG) was set up in the summer term of 2016 to improve practice across Lewisham schools, as well as to increase numbers of pupils choosing Lewisham secondary schools. Improving transition is an important element of secondary school improvement which the recommendations from this review seek to support.

3. Recommendation

- 3.1 The Mayor and Cabinet is recommended to note and endorse the report.

4. Recommendations and responses

4.1 Recommendation 1

That the importance of good transition, both pastorally and academically, is emphasised to and understood by both primary and secondary schools.

- 4.1.1 The Transition Working Group has definitely raised the profile of transition this academic year. Information has been shared with all schools in the weekly e-newsletter, at Headteacher and Governor briefings and 100% of schools attended the Transition Day in April 2017. Both primary and secondary schools recognise the importance of both academic and pastoral transition.

4.2 Recommendation 2

That, as part of transition preparation, primary schools include reassurance and practical advice on keeping in contact with 'old friends' from previous school.

- 4.2.1 Documents will be going to all primary schools that includes advice on a variety of transition matters. This will be included. See Appendix A and Appendix B

4.3 Recommendation 3

That vulnerable and disadvantaged children, and those likely to struggle with transition, are identified sufficiently early in Year 6 to enable secondary schools to have in place plans and support ready for the start of term in Year 7.

- 4.3.1 A very successful information sharing day is held every year at Kaleidoscope. Traditionally this has focused on SEND pupils, but this year the information form was amended to include vulnerable pupils as well. The Transition Day took place on Tuesday 18 April. 100% of schools attended. This will continue. In addition, New Woodlands School Outreach Service are offering Transition workshops for Y6 pupils in primary schools who have been identified as those who may struggle at transition.

4.4 Recommendation 4

That the Transition Working Group should take note of the recommendations of this Committee.

- 4.4.1 Information was shared with the Transition Working Group and has been used to inform documentation circulated to schools. See Appendices A, B and C.
- 4.5 **Recommendation 5**
That secondary schools consider using their pupil premium funding for transition activities.
- 4.5.1 Some schools already do this, but it is up to schools how they spend this money. All schools must report how they spend their pupil premium activity and what impact this has. This information must be shared with the Governing Body and be published on the school's website. The Transition Working Group can recommend this.
- 4.6 **Recommendation 6**
That secondary schools quickly identify the most able children and have a properly resourced and rigorous academic programme in place at the start of term in Year 7.
- 4.6.1 All secondary schools will identify their most able pupils and make the necessary arrangement e.g. setting, identifying for teaching staff and tracking progress. This year all Lewisham Year 6 pupils will take with them a great piece of writing to their secondary schools which all class teachers will have a copy of to stick in the front of their exercise books. This should ensure that all pupils and especially the most able will be expected to produce high quality written work.
- 4.7 **Recommendation 7**
That school governor training covers transition and that one governor in each school has responsibility for focusing on transition in each school.
- 4.7.1 Governor training took place on 23rd May led by Jackie Jones, Service Manager for School Improvement and Intervention. Recommendations from this review were shared with governors and schools were advised to have a governor to look at transition. There was also an article about this in the Summer term Governor Information Pack which was distributed to schools in April.
- 4.8 **Recommendation 8**
That secondary schools and primary feeders work together to design their transition programmes using the best practice available.
- 4.8.1 All schools have received, via Schools Mailing, a suggested menu of activities for successful transition. In addition separate documents have gone to secondary schools and primary schools identifying what each can do. This includes teachers from the primary school, including the SENCO visiting their ex-pupils in their secondary school in the first half of the Autumn term. Many schools already do a wide range of activities to support transition.
- 4.9 **Recommendation 9**
That primary schools increase opportunities for children to develop their independence especially in Year 6.
- 4.9.1 Many Year 6 pupils are already independent in their learning as well as taking responsibility for younger pupils as Prefects for example or Peer Mentors, or

contributing to School Councils etc. However, this recommendation was also added to the primary document mentioned in recommendation 8.

4.10 Recommendation 10

That secondary school staff observe vulnerable children in their primary settings in Year 6.

4.10.1 This has been included in the menu of activities. The Working Party also suggested attending CAF meetings and any CP meetings that might be appropriate for individual children.

4.11 Recommendation 11

That all relevant information/files are sent from primary to secondary schools before the end of the summer term in Year 6.

4.11.1 This has been included in guidance sent to primary schools. All schools will complete a Transition Form for each child who is moving to Year 7. In addition, all Lewisham Year 6 children have been given the opportunity to complete their own document outlining their hopes and concerns as well as their strengths and hobbies as part of the commitment to improving the quality of information which is transferred from primary to secondary schools.

4.12 Recommendation 12

That consideration be given to means of supporting parents in the secondary school application process and so reduce the burden on primary schools.

4.12.1 Secondary schools will be opening their IT rooms during twilight sessions or Saturday morning to support parents in completing their applications.

4.13 Recommendation 13

That schools make better academic use of the time between end of SATS in Year 6 and start of Year 7 (e.g. bridging projects/units to introduce the KS3 curriculum in the summer term of Year 6).

4.13.1 All primary schools make good academic use of the time between end of SATS in Year 6 and the start of Year 7. Often pupils engage in creative activities developing a leavers play using their independent learning skills and working across the curriculum. There has also been a bridging unit in the Agreed RE Syllabus, but this is currently under review as part of the work of SACRE. Many secondary schools already provide teachers to deliver a range of subjects across the curriculum for different year groups in different schools. There has been an agreement from all primary schools that they will provide a piece of high quality written work for the secondary school. Secondary schools will use this to illustrate to all Year 7 teachers the standard that their pupils can achieve.

4.14 Recommendation 14

That all relevant primary/ secondary school staff increase their knowledge of each other's curriculum.

4.14.1 This has already been a focus of professional development this current academic year. The development of the school wide partnership for Lewisham will further develop opportunities for this cross-phase work.

4.15 Recommendation 15

That secondary schools are reminded to ensure that academic needs are given the same importance as pastoral needs throughout KS3.

4.15.1 Secondary schools know that this is a priority. All secondary schools have actions in place to ensure quality teaching and learning across the curriculum in all year groups.

4.16 Recommendation 16

That schools give a high priority to KS3 in aspects of school planning, monitoring and evaluation.

4.16.1 Secondary schools know that this is a priority. All secondary schools have systems in place to monitor the progress of all pupils including those at KS3. Data is regularly reviewed to ensure progress and each school will have a robust structure to ensure that regular and effective monitoring takes place.

5. Further implications

At this stage there are no specific financial, legal, environmental or equalities implications to consider.

For further information please contact Jackie Jones, Service Manager, School Improvement on 020 8314 6773

Appendix A – Menu of possible activities shared with all schools in Lewisham

Primary to secondary transition Menu of possible activities

Sharing of information

- Primary and Secondary pupil information sharing day in April.
- Pupil information form to be completed by Year 6 pupils after SATS and sent to secondary schools.
- Primary schools send the secondary school one piece of high quality written work for each pupil so that secondary staff know what standard the pupil can achieve. This could be sent electronically or handed over when transition coordinator visits. It could also be taken by pupils on induction Day or first day of term.
- Secondary school staff visit primary schools to meet with Year 6 staff. Collect information such as home language, talents, who to be with or not. Could use this visit to collect pupil -information form. Share core values of the secondary school.
- Secondary staff attend any appropriate CAF or CP meetings in the Summer Term.
- Contact maintained between primary and secondary schools in order to discuss any problems that may arise and share strategies.
- Secondary schools let primary schools know the dates of Open Days etc.
- Secondary schools to host application sessions where parents can use the school's IT facilities to do their secondary school application.

Secondary school activities in the Summer Term

- Induction day e.g. taster lessons, hand over sample written piece of work.
- Induction evening for parents.
- Tutor group planning – think about one tutor group where those pupils who have come 'on their own' are placed, have at least one other person from their primary school for other tutor groups and mixed ability groups.
- Regular visits for SEND pupils while they are still in Year 6 so that they can familiarise themselves with their new environment, meet key staff etc.
- Have designated Year 8 and 9 pupils to be 'buddies' for transition activities so that they can be a point of contact for the new pupils. They could be associated with their own primary school.
- Prefects connected with tutor groups from induction day.
- Sports leaders or similar to work with primary schools organising events.
- A specific meeting for those pupils coming on their own from a primary school so that they can get to know each other.
- Individual pupil and parent meetings with key secondary school staff. Pupils could be given a task to do e.g. a scrapbook or capsule that says something about themselves that they can share on their first day at secondary school.
- A series of subject twilights in the Summer term to introduce Year 6 pupils to the type of work they can expect in secondary school.
- A social event soon after Induction Day e.g. Saturday barbeque and family fun day run by staff and sports leaders.
- Summer school – combines academic and social events e.g. sports, challenges.

Start of Year 7

First day of term

- Just for Year 7 and spent with their tutor group.
- Parents come in for the first assembly at the start of the day. This can reassure parents that the school wishes parents to be as involved as possible and know that their child is safe and secure.
- Pupils share their scrapbook or similar as a way to get to know each other.
- Have some lessons.
- Assembly at the end of the day as well. Parents invited and pupils share something they have done during the day e.g. drama, music.
- Pupils bring in their one written piece of work. The secondary school ensures that this is shared with year 7 teachers so they know the standard expected.
- Prefects attached to tutor groups and spend a day a week in the Autumn Term there. This could reduce during Spring term. They could help with equipment checks, act as reading buddies.

Later in the term

- Mid-September parents evening to meet tutors and check all is OK.
- Before the end of term progress report against school's flight path or similar.

Other Primary/secondary activities

- Year 7 pupils could visit their old school with staff e.g. subject staff to share/teach a topic to Year 5.
- Year 6 teachers visit secondary school to see their ex-pupils. They could also look at the standard of work being produced and comment on whether or not the pupils are working to/above their previous attainment.
- Moderation of work cross-phase e.g. literacy and numeracy.
- Year 8 pupils could be paired with Year 5 pupils when Year 5 visit for specific events e.g. science lessons.
- Secondary schools to enable parents to use their ICT suites to apply for secondary school places e.g. on a Saturday before the deadline day in October.

Appendix B – Email to Primary Schools sharing learning from the Transition Working Group and CYP in depth review with Secondary Schools

Primary schools and KS2 to KS3 transition

As you are aware there has been a Transition Working Party operating in the borough for the past year.

There are a number of recommendations that have come out of this that I would like to share with you and hope that you will actively support them.

- **Pupil information form:** this will be completed by the Year 6 pupils themselves. It was sent out in Schools Mailing on Thursday 11th May. We hope that it will be useful in helping you get to know a bit more about your new Year 7 pupils before they start with you. These can be collected during your primary school visits or the primary schools will send them to you.
- **Written work:** primary schools committed at Executive Briefing in March to providing a piece of written work from each Year 6 pupil so that their Year 7 teachers can see the standard of which they are capable. This should be brought on Induction Day to their new school. If the pupils cannot attend Induction Day then between the feeder and secondary school arrangements can be made for its delivery. The secondary school will photocopy this piece of work for each subject so that it can stuck into the front of their exercise books to ensure all staff know the standard of written work that should be expected.
- **SEF:** we have produced a SEF which should be relatively straightforward to complete. It would be really helpful to us if you could arrange for it to be completed. Nick Langham at Conisborough is leading on this so contact him for the SEF document and send it back to him. His email is nlangham@cc.lewisham.sch.uk.
- **Open days:** secondary schools to can let admissions know these dates as soon as possible.
- **Menu of suggested activities:** this is in Schools Mailing, but will be updated as new ideas are shared. We would welcome any feedback about this: whether your school has tried any of them that might be new to you and how they worked.
- **The admission process:** many of our parents find this very hard and need support. Conisborough have committed to having a twilight session and possibly a Saturday morning when any local parent of a Year 6 child can use their IT facilities to do their application. I believe that Deptford Green have also done this in the past. I have asked the other secondary schools to consider offering this as well.
- **Secondary schools hosting primary staff visits in the Autumn term:** the Working Group think it would be really helpful to have Year 6 teachers and/or the SENCO visit to see how their ex-pupils have settled and see them at work. It would also be an opportunity to develop some cross-phase working especially in English and maths.
- **CAF meetings:** it would be really helpful if the lead for Year 7 or the Inclusion manager, whoever is the most appropriate, was invited to any Summer term CAF or CP meetings for the children transferring to their secondary school.

- **Maintaining friendships:** research has shown that it is important for pupils to maintain their friendships from primary schools as it can have a beneficial impact on their academic achievement. Can primary schools facilitate or advise on this?
- **Sharing information:** apart from the information sharing day in April secondary schools would really appreciate KS2 SATs information as soon as possible as well seeing the SATS papers so that they have a better understanding of what the pupils were expected to be able to do.

In the Autumn term we will be asking for an evaluation so that we can reflect on what we have done and the impact.

Jackie Jones

Appendix C – Email to Secondary Schools sharing learning from the Transition Working Group and CYP in depth review with Secondary Schools

Secondary schools and KS2 to KS3 transition

As you are aware there has been a Transition Working Party operating in the borough for the past year.

There are a number of recommendations that have come out of this that I would like to share with you and hope that you will actively support them.

- **Pupil information form:** this will be completed by the Year 6 pupils themselves. It was sent out in Schools Mailing on Thursday 11th May. We hope that it will be useful in helping you get to know a bit more about your new Year 7 pupils before they start with you. These can be collected during your primary school visits or the primary schools will send them to you.
- **Written work:** primary schools committed at Executive Briefing in March to providing a piece of written work from each Year 6 pupil so that their Year 7 teachers can see the standard of which they are capable. This can be brought on Induction Day to their new school. If the pupils cannot attend Induction Day then between the feeder and secondary school arrangements can be made for its delivery. The secondary school will photocopy this piece of work for each subject so that it can stuck into the front of their exercise books to ensure all staff know the standard of written work that should be expected.
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- **Open days:** can you let admissions know these dates as soon as possible.
- **Menu of suggested activities:** this is in Schools Mailing, but will be updated as new ideas are shared. We would welcome any feedback about this: whether your school has tried any of them that might be new to you and how they worked.
- **The admission process:** many of our parents find this very hard and need support. Conisborough have committed to having a twilight session and possibly a Saturday morning when any local parent of a Year 6 child can use their IT facilities to do their application. I believe that Deptford Green have also done this in the past. Would other secondary schools be willing to host such an event?
- **Hosting primary staff visits in the Autumn term:** the Working Group think it would be really helpful to have Year 6 teachers and/or the SENCO visit to see how their ex-pupils have settled and see them at work.

In the Autumn term we will be asking for an evaluation so that we can reflect on what we have done and the impact.

Jackie Jones

CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE (WITH THE PUBLIC ACCOUNTS COMMITTEE)		
Report Title	In-depth review into of recruitment and retention of school staff and the financial challenges schools face.	
Key Decision	No	Item No 4
Ward	N/A	
Contributors	Executive Director for Children and Young People Executive Director for Resources and Regeneration	
Class	Part 1	Date: 28 June 2017

1. Purpose of paper

As part of its work programme the Committee has agreed to undertake an in-depth review into of recruitment and retention of school staff, and has asked that the review considers the financial challenges that schools are dealing with.

2. Recommendations

Select Committee is asked to:

Consider the contents of the report and the evidence from officers

3. Policy Context

3.1 “Shaping our future” 2008- 2020 is a summary of Lewisham’s Sustainable Community Strategy. There are six priority outcomes which say what our communities should look and feel like in the future. One is “ambitious and achieving” where people are inspired and supported to fulfil their potential by removing the barriers to learning and to encourage and facilitate access to education, training and employment opportunities for all our citizens.

3.2 One of the Council’s corporate priorities is for young people’s achievement and involvement; raising educational attainment and improving facilities for young people through partnership working. This report looks at ensuring that the school can provide these in the longer term.

4. Background

4.1 The 1988 Education Reform Act removed the financial control of schools from Local Authorities and gave it to the governing body of the school (and by extension, headteachers). The Local Authority has some continuing responsibilities however particularly in relation to Community Schools in that it

employs school staff and owns the land and buildings. However it does not “run” the school on a day to day basis or have the ability to second guess decisions of the Headteacher and Governors. Interventions by the Local Authority are very problematic and have to be considered only in extreme cases. To illustrate this while the Local Authority will give advice on the appointment of a head teacher, the decision lies with the Governing body.

- 4.2 Councils provide some services to schools but the services they pay for, they are not obliged to take up and they can choose to purchase from elsewhere – this includes school meals, payroll services, HR services and financial services.
- 4.3 Under the School Standards and Framework Act 1998, Local Authorities (LA) are required to draw up a scheme for financing schools (The Scheme). This scheme sets out the financial relationship between the LA and the maintained schools which it funds. It contains requirements relating to financial management and associated issues, which are binding on both the LA and on the schools. Any proposed revisions to the scheme are subject to consultation of Schools Forum for approval pursuant to regulation 27 of The Schools and Early Years Finance (England) Regulations 2015. The Scheme for Lewisham is updated annually, in consultation with the Schools Forum.
- 4.4 In line with national requirements which have been in place for many years, the Scheme gives schools freedom to exercise choice over their spending plans. Like other local authorities, Lewisham can only impose regulations which are consistent with the need for accountability and control over expenditure of public funds. The Scheme expects all schools to set a balanced budget and manage within the resources made available to them. This is specifically a duty on the governing body of the school.
- 4.5 The Scheme provides that in exceptional circumstances a school may have a licensed loan to cover a deficit/loan. Under this provision the school is able to apply to the LA for permission for a loan which will be paid back in subsequent years. A licensed loan to cover a deficit/loan is usually granted where a school has found itself in a deficit position due to changes in circumstances e.g. significant fall in pupil numbers. The licensed deficit/loan will be granted on the basis that some cost reductions may not be possible immediately, either logistically (contracts with staff or service providers or because of risks of detrimental impact on the curriculum or because the reduction in staffing levels may be temporary so that it does not make sense to incur unnecessary redundancy costs.
- 4.6 Before a loan is approved, the school must be able to demonstrate that through its recovery plan it will be able to pay back the loan over the agreed timescale.
- 4.7 Under the scheme any loan in respect of a deficit that is in excess of £500k must be approved by the Mayor as it is a very serious matter for a school to accumulate a deficit of this size. The agreement of smaller loans against deficits is delegated to the Executive Director for Children and Young People.

4.8 The school's governing body is responsible for setting the schools budget within its resources and required to continually monitor the spending. The governing body is required to send a budget to the Local Authority by 1st May and during the financial year to submit two budget monitoring returns. One at the end of September and one at the end of December.

5. New Funding Formula

5.1 The Department for Education issued on the 14 December 2016 its response to the national school funding reform consultation that took place in spring 2016. Sitting alongside the response is a further consultation which ran to the 22 March 2017. This gave greater details of the impact of the national funding formula for the Schools Block and the High Needs Block for both local authorities and schools.

5.2 The impact is less severe than the worst case scenario in the first consultation due to:

1. The introduction of at least £200m of additional funding nationally in 2018/19 and 2019/20 to limit the impact on 'losers'.
2. The inclusion of a 3 per cent funding floor.
3. Additional funding for high needs, ensuring that no LA loses high needs funding as a result of the new formula

5.3 However Lewisham is one of the biggest losers and considered alongside the increased cost pressures set out in 6 below, the impact is very significant.

The full implementation date is set for April 2018 where individual schools funding will be delivered by national funding rates.

5.4 Overall the position in Lewisham is:

		Total £m	Change £m
2016/17 baseline (£m)	Schools block	208.764	
	High needs block	48.652	
	Central school services block	1.424	
	Total	258.841	

	£'000
Large Secondary	200
Small Secondary	150
Large Primary	75
Medium Primary	50
Small Primary	30

Illustrative NFF funding in first year of transition	Schools block	205.870	-2.89	-1.39%
	High needs block	48.652		
	Central school services block	1.459	0.03	
	Total	255.981	2.86	

Illustrative NFF if fully implemented in 2016-17	Schools block	203.006	-5.76	-2.76%
	High needs block	48.652		
	Central school services block	1.513	0.09	
	Total	253.171	5.67	

5.5 The typical size Lewisham schools will see the following scale of reductions over the two year period:

The percentage reduction is a fairly standard at 2.8%. The reduction will be split evenly over the next two years starting from April 2018. School by school reductions can be seen in Appendix A.

5.6 The table below shows the summary position of schools either gaining or losing under the proposed national funding formula.

Region	No of schools losing funding	No of schools that gain/no change	Total % losses
London	1,536	643	70%
East Midlands	698	1,215	36%
East of England	865	1,495	37%
North East	415	629	40%
North West	1,679	1,203	58%
South East	1,175	1,873	39%
South West	582	1,609	27%
West Midlands	1,156	1,017	53%
Yorkshire and the Humber	941	1,137	45%
ENGLAND	9,047	10,821	48%

5.7 The position by Local Authority across London is as follows:

Borough	% change total allocations between current rate and NFF rates
Barking and Dagenham	-0.1%
Barnet	-1.0%
Bexley	1.0%
Brent	-1.9%
Bromley	-0.3%
Camden	-2.8%
Croydon	5.6%
Ealing	2.3%
Enfield	2.5%
Greenwich	-2.3%
Hackney	-2.8%
Hammersmith and Fulham	-2.7%
Haringey	-2.7%
Harrow	-0.7%
Havering	0.6%
Hillingdon	2.6%
Hounslow	0.3%
Islington	-1.5%
Kensington and Chelsea	-2.6%
Kingston upon Thames	1.0%
Lambeth	-2.8%
Lewisham	-2.8%
Merton	4.3%
Newham	-2.6%
Redbridge	4.1%
Richmond upon Thames	1.2%
Southwark	-2.7%
Sutton	1.9%
Tower Hamlets	-2.7%
Waltham Forest	-2.0%
Wandsworth	-1.5%
Westminster	0.7%

5.8 Implementation

The DFE have confirmed that they will move to a 'soft' national funding formula in 2018-19. This means that although they will use the national funding formula (once it has been finalised following this consultation) to calculate local authorities' funding allocations, local authorities will still determine individual schools' funding allocations through their own local formula.

- 5.9 In essence as Lewisham loses so much funding, all our schools will be on the minimum funding guarantee in 2018/19. As Lewisham will not have sufficient funding to do otherwise it would seem sensible to introduce the national funding formula straight away. Clarification and discussions will be held with the DFE and before any decision is made, a report will be brought to Forum.
- 5.10 From 2019-20, the national funding formula will be used to calculate the vast majority of each individual school's budget. How the funding in terms of cash will flow between the DFE and schools is unknown.
- 5.11 There is uncertainty in the existing proposals on how long the protection would last.

An Institute of Fiscal Studies report said:

"Government has not said how it will move all schools to main formula after 2019–20. We model three scenarios for transiting all schools to the new formula, all incorporating a maximum annual cash-terms loss of 1.5%. If overall school spending per pupil is frozen in cash terms after 2019–20, all schools get to the main formula by 2029–30. If there is a real-terms freeze to overall spending, all schools get there by 2024–25; and if there is 2% real-terms growth, all schools get there by 2023–24".

The full report is called

The short- and long-run impact of the national funding formula for schools in England

And can be found on

<https://www.ifs.org.uk/uploads/publications/bns/BN195.pdf>

- 5.12 The general election has changed the position with both the major parties indicating they want to provide extra resources within the schools funding system. Both the major political parties are stating they do not want to see any school lose under the implementation of the national funding formula. How this works in practice is more complex especially with the interrelationship with the minimum funding guarantee being set at a minus amount. General both parties are highlighting their wish to invest in Education but there is not sufficient detail to determine the exact impact on schools

5.13 Early Years Funding

The DFE has issued a new funding formula for Early Years providers. The overall outcome will be that Nursery schools will see very significant reductions in funding, Maintained school nursery classes will see some reduction, generally in the region of £9k per class and the private, voluntary and independent sector will see increases.

The proposed national funding formula for funding local authorities will receive, is made up of:

- 89.5% Pupil numbers
- 8% KS1 FSM numbers
- 1.5% EAL numbers
- 1% DLA numbers
- There is an area cost adjustment based on general labour market costs and rates bills.

Unlike schools funding, early years funding will continue to be distributed by Local Authorities through a local formula. The most significant change to the local funding formula will be that there must be only one universal base hourly rate for all types of providers. Currently this is not the case in Lewisham. The rates we have used are:

- £7.70 Nursery schools
- £4.85/£5.13 Primary schools (dependent upon OFSTED rating)
- £3.84/£4.67 PVI's (dependent upon OFSTED rating)

The Schools Forum set up an EYFS Task Group to look at the proposals in more details.

The key recommendations, agreed by the Forum

- The Universal Base Rate was deferred until April 2018. This enables the school rates to be held up at the expense of PVI rates.
- Currently additional Nursery hours are allocated to children deemed to have social needs. This will be reduced to a third of its current provision. Currently 279 children receive this and the budget is £900k. In the longer term it will not be permissible for Local Authorities to fund additional hours for these type of children.
- The proposals include details of the extra 30 hours implementation of childcare from September 2017. This increase will only be available to working parents

The response to the Early Years consultation now says it is not permissible to allocate additional hours for social need after April 2019.

- 5.14 The government has guaranteed funding to protect nursery schools for the life of this parliament. Within the settlement the amount of funding for Nursery schools’.

5.15 Schools Forums

There is no clear position on Schools Forums, despite proposals to distribute funding directly to schools and by-pass Schools Forums completely. DfE say that they will consult further on the precise arrangements for 2019-20 when the hard national funding formula will be implemented. This consultation is likely to include proposals for legislative changes and the future role of Schools Forums. London Councils have already argued strongly for the retention of Schools Forums as they provide local flexibility to be able to respond swiftly to changing circumstances.

5.16 Central services funding block

The DfE is proposing to create a new funding block known as the “Central Services funding block” to distribute funding to local authorities to discharge their education statutory duties in relation to all local children. It mainly covers the retained duties element of the former Education Services Grant and the admissions team. It will be formed from the schools block funding that is currently held centrally by local authorities as well as the retained duties element of the Education Services Grant (ESG). It will be distributed to local authorities on a simple formulaic basis. Lewisham gains funding slightly on this but the total block is only £1.5m.

5.17 High needs Block

The DfE also published a high needs national funding formula consultation on the 14th December, which ran until the 22nd March 2017. Under DfE these proposals there will be no cash losses to local authorities as a result of the high needs formula. Clarity will be sought with the DfE as to whether this ‘protection’ means no growth will be funded in the future.

The high needs block has faced considerable financial pressures over the last few years, it has been cash frozen on a per pupil basis in line with the schools blocks but unlike the schools block has not seen rises to match all the increases in pupil numbers. There has been some funding for this but it has been minimal. Most of the high needs block is spent on children that are placed in either maintained schools or the independent sector. Last year’s reductions of £4.1m (10%) were agreed by the schools forum and this year the growth pressure is £1.7m. With most of the spend in schools then there has been a knock on effect to their under budgets.

6. Inflationary pressures including changes to employer contributions

6.1 Cost pressures on schools - Schools Budget position 2015/16 and 2016/17

Over the past two years schools have faced considerable cost pressures, these have resulted mainly from the increases in Pension contributions and national insurance rates. Settlements from central government have been frozen in cash terms per pupil. Although all the extra pupils have been funded. This does mean there are extra resources in the system but does not recognise that if there are more pupils within the system more teachers are needed. Hence schools costs rise through thi as well

The increases in cost pressures in 2015/16 and 2016/17 are shown in the table below.

Cost pressures within schools

Budget Heading	% of budget	School Funding £m	Increase	2015/16		2016/17	
				Total	Budget Impact	Total	Budget Impact
Teaching Staff	50%	111	Pay	1.0%	0.5%	1.0%	0.5%
			Pension	1.3%	0.7%	1.0%	0.5%
			Nat. Insurance	0.0%	0.0%	1.5%	0.8%
Other Staff	25%	56	Pay	2.2%	0.6%	1.0%	0.3%
			Pension	0.5%	0.1%	0.5%	0.1%
			Nat. Insurance	0.0%	0.0%	1.5%	0.4%
Energy	1%	2	Prices	-5.0%	-0.1%	0.0%	0.0%
Other supplies	24%	53	Prices	1.0%	0.2%	1.0%	0.2%
Total ISB		222		2.0%		2.8%	

This table excludes local issues such as the reduction in the matrix funding

6.2 The National Audit Office issues a report on the 14 December 2016 on the future inflation that schools are likely to face over the next few years

The full report can be found

<https://www.nao.org.uk/wp-content/uploads/2016/12/Financial-sustainability-of-schools.pdf>

The report estimates inflationary pressures within ther system will amount to 8.7% over the period from 2016/17 to 2019/20.

This is more or less in line with our predications but may be slightly on the low side depending on potential increase in pension contributions for teachers that is likely in April 2019.

- 6.3 The Department for Education estimates that mainstream schools will have to find savings of £3.0 billion (8.0%) by 2019-20 to counteract cumulative cost pressures, such as pay rises and higher employer contributions to national insurance and the teachers' pension scheme. It expects that schools will need to make efficiency savings through better procurement (estimated savings of £1.3 billion) and by using their staff more efficiently (the balance of £1.7 billion).
- 6.4 With the national funding formula proposed reductions of 3% for Lewisham schools and the cost pressures above, schools will have to find reductions of 11% over the next three years. For our largest secondary schools who have income of around £10m this will mean savings of £1m.
- 6.5 Over the last 18 months significant work has been undertaken to make schools aware of the financial constraints and to improve the financial management in schools.

The following support to schools have been delivered last year

- 17 Finance based training sessions
- 66 Finance visits to schools
- 50 HR health checks completed
- 10 reorganisations / redundancy consultations underway

There has been some major developments in order to assist schools in their financial management this has included issue new Self checking budget monitoring and budget planning toolkits.

- 6.6 Last year at this time we were predicting that 17 schools were going into deficit this year but there are now thought to be 13 due to governors' action supported by the Local Authority. It was predicted that 50 schools would have in-deficits but in the end this was reduced to 32. Again this is due to remedial action by governing bodies.

Budget returns and budget monitoring returns are now being made on time with the new escalation process.

The carry forwards held by schools have been steadily reducing over the past two years and fell from £16m to £12m in 2015/16. At the end of last financial year March 2017, the balances held level at £12m. At least this will help some schools weather some of the financial risks they will be exposed to in the future but more importantly an indication that they are getting on top of their finances.

The deadline for schools to submit budget returns to the Local Authority was 1 May, a full month earlier than last year. There are three schools who have not

submitted a budget plans this year. Of these, two are working closely with the Local Authority Officers following major changes. The third has been written to, with part of the delay having been caused by sickness absence in the school. At this stage last year there were 20 schools who had not submitted budget plans.

There was a 100% return rate of the Schools Financial Value Standard.

6.7 This improvement is not causing us to be compliant however and during the coming year we plan to

- Continue to adhere to our strict timetable
- Encourage schools to plan their budgets in the autumn term
- Hold more training course on all aspects of finances
- Modify our risk based approach to budget challenge and support where ever resources allow, acknowledging that all schools face financial challenges

7. **Balancing budgets – experience and quality versus costs”**

The department for Education do issue some data on teachers’ salaries. The table shows below some average teaching costs across the country. The data has to be used with caution as the published data is at a summary level and the table below is calculating an average based on average so may not be technically accurate but will give a reasonably view.

Average	37,426
Median	36,622
Max	44,028
Min	34,971
Lewisham	42,684

Lewisham was ranked the 7th highest Local Authority for teachers’ salaries

If costs are compared on the basis of teaching costs per pupil rather than pure teachers’ salaries, Lewisham would be ranked the 14 highest in the country.

Appendix A shows anonymised data for the average salaries in Lewisham and Appendix B across all Local Authorities.

The Sutton Trust back in 2011 produced a Toolkit. The Sutton Trust-EEF Teaching and Learning Toolkit is a summary of educational research which provides guidance for teachers and schools on how to use their resources to

improve the attainment of disadvantaged pupils, this was in relation to pupil premium children but the findings are still relevant

The following provides an easy access guide

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

The main finding of the report was the importance of feedback. Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning.

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Children and Young People Select Committee		
Title	Recruitment and retention of school staff – First Evidence Session	
Contributor	Scrutiny Manager	Item 5
Class	Part 1 (open)	28 June 2017

1. Purpose of paper

- 1.1. As part of its work programme the Committee has agreed to undertake an in-depth review of recruitment and retention of school staff.
- 1.2. This evidence report provides an initial response to the Key Lines of Enquiry that were set out in the scoping paper as agreed by the Committee on 19 April 2017.
- 1.3. In conjunction with this report, the committee should consider the evidence given by Dave Richards, Group Finance Manager – Children and Young People, under the previous item on the agenda entitled Financial Challenges for Schools. This provided information relating to the new funding formula, inflationary pressures, and the challenges of balancing school budgets without reducing provision or quality.
- 1.4. The committee should also consider the verbal evidence of James Kerr, NUT.
- 1.5. A second evidence session is scheduled for 13 July 2017 when the Committee will hear key messages emerging from visits to schools and the results of a survey that was sent to all primary and secondary schools in the borough.

2. Recommendations

- 2.1. Select Committee is asked to consider and discuss:
 - the contents of this report
 - the earlier evidence from Dave Richards, Group Finance Manager – Children and Young People under the School Budgets item
 - the oral evidence of James Kerr, NUT

3. The National Picture

Pupil numbers are rising

- 3.1. In 2015/16 the number of pupils in the school system in England rose by 121,000, or 1.4%, with the majority of the increase being in primary schools.¹ This was largely due to increased birth rates, which have been broadly rising since 2002, leading to an increase in primary-aged pupils since 2010.

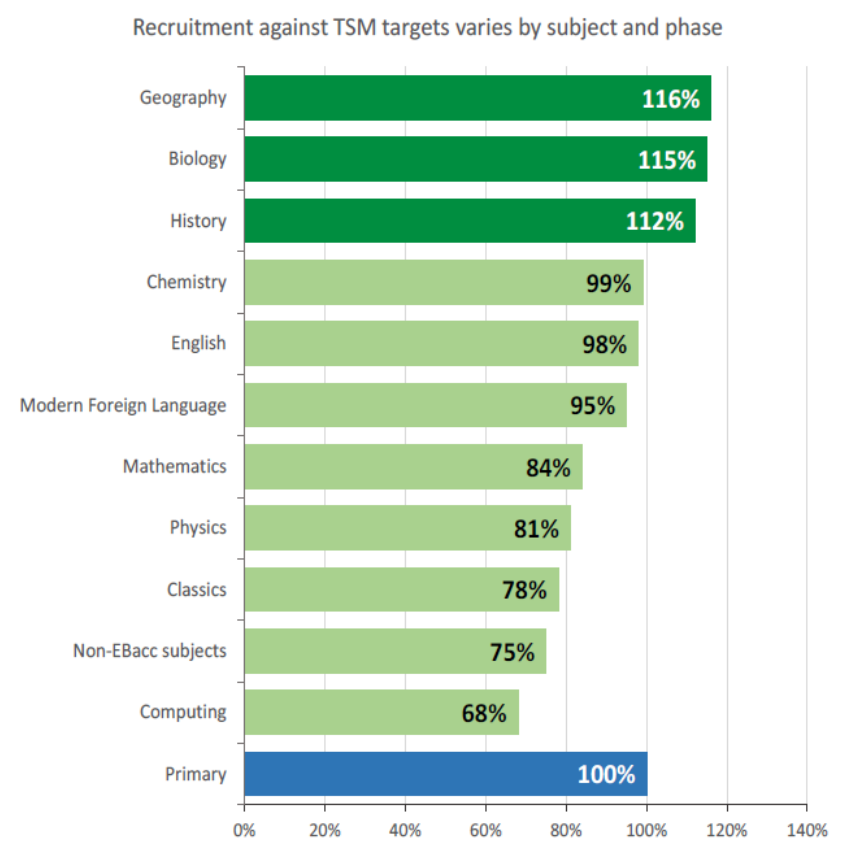
¹ Department for Education “Schools, pupils and their characteristics: January 2016”, published 28 June 2016

3.2. Between 2015 and 2024, pupil numbers in maintained and state-funded primary schools are projected to increase by 8% and pupil numbers in state-funded secondary schools have been projected to increase by 20%².

Teacher numbers

3.3. Schools face increasing challenges of teacher shortages. While the total number of full-time equivalent (FTE) teachers working in state funded schools in England has continued to rise, the FTE number of teachers in secondary schools has reduced by 2.5 thousand (a reduction of 1.2%).³

3.4. The table below shows the percentage recruited against the 2016-17 targets set out in the Teacher Supply Model, a statistical model that seeks to predict the future national need.



3.5. Nationally, the rate entry to teaching has remained higher than the percentage of qualified teachers leaving the profession⁴. However, the National Audit Office notes that the target for overall recruitment of teachers has been missed for the last four years (2012–13 to 2015–16) and that, within this, recruitment to certain subjects,

² Department for Education “Schools, pupils and their characteristics: January 2016”, published 28 June 2016

³ *ibid*

⁴ Department for Education “School Workforce in England: November 2016

such as mathematics and physics, has been particularly challenging. Applications for teacher training were down by 7% compared to the previous year.⁵

- 3.6. Although the national primary target has been met, some primary head teachers “are struggling to recruit enough teachers and are doubtful about the teacher supply model suggestion that we are overtraining on primary teachers”⁶.
- 3.7. The Wellcome Trust, in its report “Primary Science: is it missing out?”⁷ reported a lack of science and maths expertise in primary schools, as well as weak strategic leadership in these subjects.
- 3.8. The Institute for Fiscal Studies estimates that, in order to maintain the current pupil:teacher ratio, there would need to be an additional 30,000 teachers in the profession in 2020 compared to today, as the pupil population is expected to rise by 450,000 between 2016 and 2020⁸.
- 3.9. Teacher ‘wastage’ - the number of people either leaving the profession for reasons other than retirement – is at the highest rate for 10 years, at 9.4% for full time teachers and 14% for part time. In 2015-16, secondary schools in England saw the largest increase in wastage rates since November 2011.⁹ Teacher wastage rates are greater in London than in any other region – a rate of around 1 in every 8-9 teachers.¹⁰
- 3.10. Around a third of teachers leave the profession within 5 years of qualifying,¹¹ and according to a Guardian survey carried out in 2016, some 43% of 4,450 of England’s teachers in the state sector said they wanted to leave the profession within the next 5 years.¹²
- 3.11. To summarise, pupil numbers are increasing and insufficient teachers are being recruited to teach them, and a significant proportion of teachers entering the profession leave within the first five years of qualifying.
- 3.12. London appears to feel this more acutely than other parts of the country, and the reasons for this will be explored further in the second evidence session on 13 July.

⁵ Department for Education “School Workforce in England: November 2016

⁶ James Noble-Rogers, Universities Council for the Education of Teachers, giving evidence to the House of Commons Education Committee

⁷ Primary Science: is it missing out? – recommendations for reviving primary science, Wellcome Trust, September 2014

⁸ Institute for Fiscal Studies, “English schools will feel the pinch over the next five years”, 2015, available at: <http://www.ifs.org.uk/publications/8027>

⁹ DfE – Statistics – School Workforce in England (November 2014)

¹⁰ Martin Powell-Davies, London Regional Secretary, NUT, giving evidence to the GLA Education Panel on 17 November 2016. A transcript of the meeting can be found at:

<https://www.london.gov.uk/LLDC/documents/b14896/Minutes-%20Appendix%201-%20Transcript%20of%20Item%205%20Thursday%2017-Nov-2016%2014.00%20Education%20Panel.pdf?T=9>

¹¹ Nick Gibb MP, Minister for Schools Standards, confirmed in a written parliamentary answer on 7 October 2016 available at: <http://www.parliament.uk/business/publications/written-questions-answers-statements/written-question/Commons/2016-10-07/47083>

¹² <https://www.theguardian.com/teacher-network/datablog/2016/mar/22/60-hour-weeks-and-unrealistic-targets-teachers-working-lives-uncovered>

4. The Lewisham picture

Pupil numbers

- 4.1. Lewisham has 90 schools educating approximately 39,000 pupils.
- 4.2. Since 2008, the Borough has experienced unprecedented growth in the birth rate, resulting in 7 years of increased demand for reception places in Primary Schools. During this period the reception cohort increased from 3,136 in 2008 to 3,868 in 2014, nearly a 25% increase. To meet this demand the council has provided 15 permanent expansions, 70 one-off temporary expansion classes (bulge classes) and extended the age range of 2 secondary schools to include primary children.

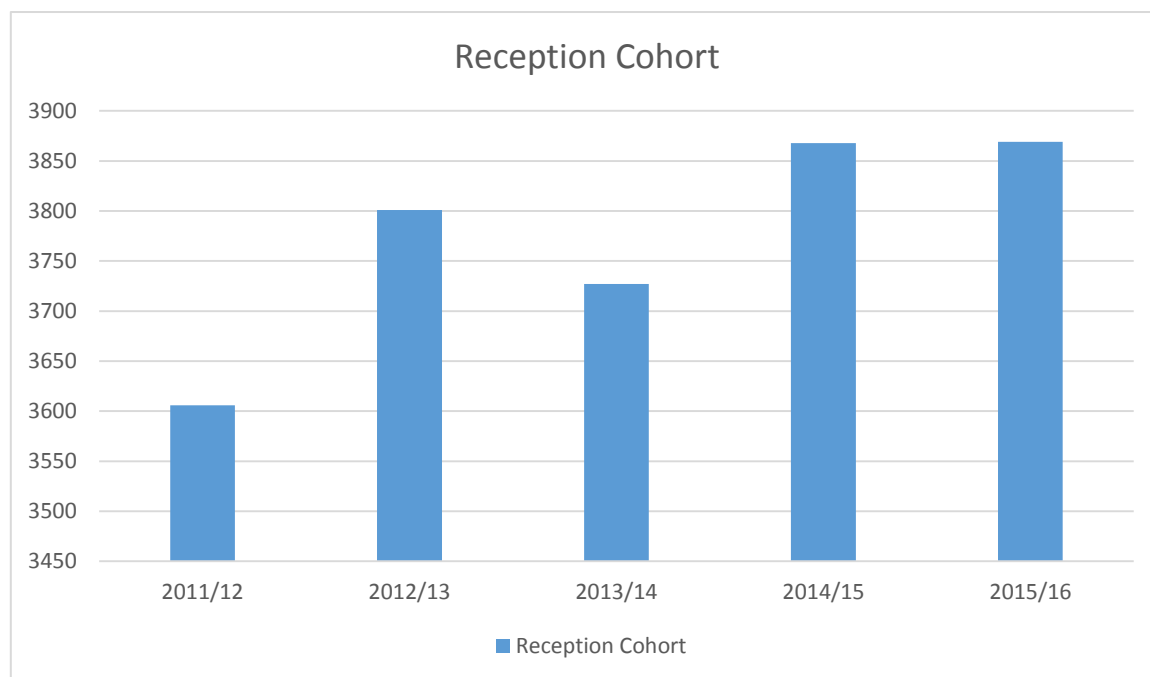


Table showing number of children entering Reception in Lewisham by year 2011/12 – 2015/16

- 4.3. Pupil numbers applying to enter Lewisham's primary schools in September 2017 have dipped by approximately 5%. This is largely due to a reduction in the birth rate. It may also have been affected by the results of European referendum. It is not yet known what the full impact of Brexit will be, but anecdotally, schools are indicating that some of the borough's European families are returning to their countries of origin, which may contribute to a fall in pupil numbers entering primary school.
- 4.4. Secondary schools are soon to experience a rise in numbers, based on the numbers of pupils coming through Lewisham primary schools. If families are leaving the UK due to Brexit, this could impact on secondary pupil place projections, which in turn could lead to fewer pupils on the roll and therefore impact on expansion plans.
- 4.5. Current primary place forecasting is informed by a combination of the GLA School Roll Projections services and a more refined 'Lewisham' model. Both sets of projections are informed by centrally held demographic data including the Office of National Statistics (ONS) census data, fertility rates and birth rates and locally held information such as migration patterns and planned housing growth.

- 4.6. Secondary place projections are more secure as they take account of children already in the system. However, Lewisham is a net exporter of secondary pupils, each year losing over a quarter of its primary pupils to secondary schools outside the borough. Lewisham's Secondary Challenge aims to raise standards in the borough's secondary schools which, it is hoped, will lead to an increase in demand beyond current projections. Lewisham currently has a surplus of secondary spaces, mainly within Deptford Green, Prendergast Ladywell Fields and Sedgehill.

Teacher numbers

- 4.7. Limited data is available on teacher numbers, vacancies, and wastage rates within the borough as schools are responsible for their own recruitment and retention. Information is not gathered centrally. Schools can buy services from Lewisham, either schools HR – outsourcing recruitment, staff contracts, managing teacher absence – or NQT training through the Local Authority or one of the Teaching School Alliances. There are four Teaching School Alliances in Lewisham, which together make the Lewisham Teaching School Alliance Partnership (LTSAP). These are South Thames Early Education Partnership (STEEP), Atlas Partnership (delivered through Haberdasher Aske's Federation), Endeavour Teaching School Alliance (Tidemill Academy) and the Education Teaching Alliance (ETAL) Haseltine Primary.
- 4.8. Lewisham's schools can choose how they recruit trainee teachers. There are many routes to train as a teacher, see paragraph 5.2 below. Schools can procure services from the Teaching School Alliances to recruit trainees to employment-based routes to achieving Qualified Teacher Status. Teaching Schools Alliances offer school to school support and CPD for staff. To be a teaching school, the school must achieve an outstanding Ofsted rating.
- 4.9. While the council's role in teacher training is limited, the Local Authority with LTSAP has recently run a "Teach in Lewisham" event, with the aim of attracting a greater pool of good quality candidates, mainly through the School Direct route, but open to all potential ITT candidates regardless of training route. Over 50 delegates attended this event, including non-graduates. STEEP received three School Direct applications, and recruited two. The third was not Early Years trained and so was redirected to other Lewisham TSAs but applied too late. Two further events are planned for the next academic year.
- 4.10. There is a lack of data on how many of its NQTs the borough retains after they have passed their induction period as the Local Authority is not required to report this information to the National College for Teaching and Leadership. Nor is there a requirement for Lewisham schools to register their NQTs with Lewisham Local Authority as their 'Appropriate Body' (AB). The AB has responsibility for the registration, monitoring and assessment of NQTs.

Table showing Newly Qualified Teacher registrations with Lewisham LA
'Appropriate Body'

Academic year	Newly Qualified Teacher registrations with Lewisham LA 'Appropriate Body' (Responsible for the registration, monitoring and assessment of NQTs)
2016 - 17	171
2015 – 16	192
2014 – 15	211 (NB. Includes 'carry-forward' registrations from 2013-14 for NQTs who were completing induction across academic years. LA moved to a new online registration system in Sept. 2014)
2013 – 14	188
a2012 – 13	221

4.11. Schools can use any Local Authority or Teaching School for the AB role. Similarly there is no collated data on whether teachers trained in Lewisham schools on an employment-based route to Qualified Teacher Status stay within the borough or otherwise, and no data on where teachers move on to. The council has a limited role in recruitment, and therefore does not have access to such information in order to collate it. There is no obligation on schools to gather this information.

5. Barriers to recruitment and retention

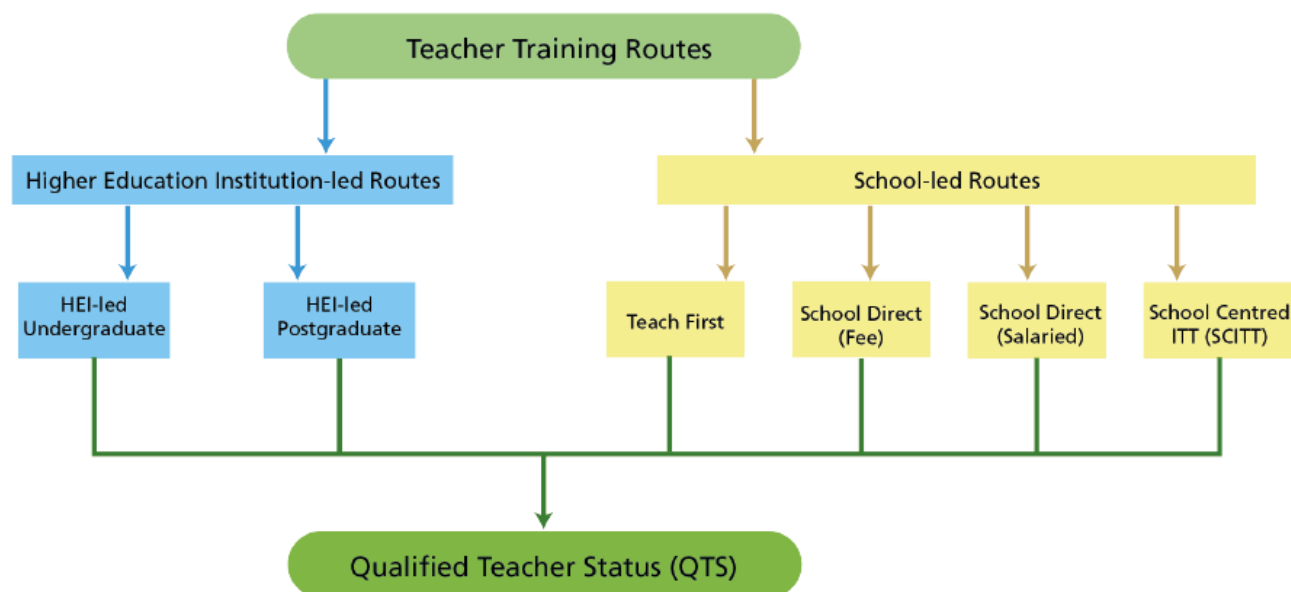
5.1. On 8 February 2017, the House of Commons (HoC) Education Committee published a report¹³ on the recruitment and retention of teachers. The report identified a number of barriers to recruitment and retention as follows:

ITT routes

5.2. Firstly, the range of available of routes to teaching can be confusing. Currently, Initial Teacher Training (ITT) can be undertaken through a higher education institute (HEI)-led route or a school-led route. School-led routes include salaried options (Teach First or School Direct) or fee-based options (School Direct or School Centred ITT). Just over half of teachers entered the profession via the school-led route in 2016/17.¹⁴

¹³ Recruitment and Retention of Teachers, Fifth Report of Session 2016-17

¹⁴ DfE Initial Teacher Training census for the academic year 2016 to 2017



5.3. The HoC Education Committee found that:

5.4. “The number of different routes into teaching are not always well understood by applicants and can be confusing. The absence of a central application system for school-led ITT leads to inefficient application systems and does little to address regional shortages”.¹⁵

Pay

5.5. Pay may impact on both recruitment and retention. Teaching offers a lower salary than many of the career options available to graduates. The House of Commons Public Accounts Committee heard that

“A graduate can earn far more money going to work in Aldi than they can from being a teacher”.¹⁶

5.6. Teachers of certain subjects – such as Science, Technology, Engineering and Maths (STEM) – are perhaps more likely to have lucrative alternative employment options. However a National Foundation for Educational Research report showed that science teachers were most likely to leave teaching at 31%, whereas only 17% of maths teachers were considering leaving¹⁷.

Workload

5.7. Heavy workloads have been well documented as a problem in teaching. Workload may be a factor that deters new recruits to the profession, and it certainly has a bearing on retention rates. In a Guardian survey of more than 4,000 teachers in 2015/16, 82% described their workload as “unmanageable”, with more than three-quarters reportedly working between 49 and 65 hours a week.

¹⁵ Recruitment and Retention of Teachers, Fifth Report of Session 2016-17

¹⁶ Oral evidence of Rachel Shaw – Head teacher of Branston Junior Academy in Lincolnshire, to House of Commons Education Committee, 7 March 2016

¹⁷ Engaging Teachers: NFER analysis of Teacher Retention, September 2016

- 5.8. A survey published in October 2015 by the NUT and YouGov found that over half of teachers were thinking of leaving teaching in the next two years citing 'volume of workload' (61%) and 'seeking better work/life balance' (57%) as the two top issues causing them to consider this¹⁸.
- 5.9. This view is supported by The Key, an information service for school leaders, which reported that 44% of primary leaders and 42% of secondary leaders thought the pressure of workload was the main reason teachers' left their school.
- 5.10. The Education Policy Institute (EPI) found teachers in England work on average 48.2 hours per week, some 19% longer than the average in other OECD countries, with 20.4 hours spent teaching. This is the same as the average across OECD countries.¹⁹
- 5.11. Over the past six years, schools have had to face changes to the curriculum, assessment and the accountability system as well as uncertainty about school structures and funding, all of which have added to workload.

Continuing Professional Development

- 5.12. There is no requirement for teachers to complete CPD so long as they meet the Teachers' Standards, as defined by Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003 and The Education (School Teachers' Appraisal) (England) Regulations 2012.
- 5.13. Analysis by the Education Policy Institute of the Teaching And Learning International Survey (TALIS) 2013²⁰ showed that teachers in England carried out fewer days of CPD than most other OECD countries, averaging 4 days a year. Giving evidence to the House of Commons, Peter Sellen from the EPI advised that "60% of teachers agreed that one of the key barriers to accessing professional development was their work schedule."²¹
- 5.14. Heavy workload and access to CPD are linked, but CPD can improve teacher retention, as well as teaching practice.
- 5.15. Quality of CPD available can also be an issue. Schools often carry out CPD in-house which is often very effective but exposure to external expertise can be beneficial. One witness reported to the House of Commons that most CPD currently being provided is driven by regulatory or statutory frameworks, eg curriculum change, Ofsted, Prevent. Subject specific training is necessary to retain and develop subject knowledge and practice, and especially for so for teachers teaching outside of their specialism. A culture of valuing and encouraging CPD needs to come from senior leadership within each school.

6. Evidence from James Kerr, National Union of Teachers (NUT)

¹⁸ Source: NUT commissioned YouGov poll of 1020 teachers carried out in June/July 2015 and published in October 2015. Available at: <https://www.teachers.org.uk/news-events/press-releases-england/nutyougov-teacher-survey-government-education-policy>

¹⁹ Teacher workload and professional development in England's secondary schools: insights from TALIS, available at http://dera.ioe.ac.uk/27930/1/TeacherWorkload_EPI.pdf

²⁰ <http://www.oecd.org/edu/school/talis-2013-results.htm>

²¹ <https://www.publications.parliament.uk/pa/cm201617/cmselect/cmeduc/199/19908.htm>

6.1. The committee will hear from James Kerr, National Union of Teachers. He will give a presentation on the key issues for the region, from the point of view of union members.

7. Key lines of enquiry

7.1. This evidence session has been designed to enable members of the Committee to address the key lines of enquiry as set out in paragraphs 8.1 and 8.2 of the scoping report, which was considered on 19 April 2017. In particular to consider:

- What are the challenges and constraints faced by schools?
 - New funding formula
 - Inflationary pressures including changes to employer contributions
 - Pupil place planning, forecasting and forward planning
 - Changes in curriculum and government legislation
 - Balancing budgets
- What is the data showing us in terms of numbers training, qualifying and remaining in teaching
- What are the barriers to successful recruitment and retention of staff
- These key lines of enquiry will be further explored in subsequent evidence sessions.

If you have any questions, please contact Emma Aye-Kumi (Scrutiny Manager) on 02083149534.

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Children and Young People Select Committee			
Report Title	SEND Strategy Update		
Key Decision	No	Item No.	6
Ward	All		
Contributors	Executive Director, Children and Young People's Services; Head of Joint Commissioning and Targeted Services; Service Manager Children with Complex Needs Service; Joint Commissioner, Children with Complex Needs		
Class	Part 1	Date:	28 th June 2017

1. Introduction

- 1.1. This report provides the Children and Young People's Select Committee with an update on the delivery of the Lewisham SEND strategy 2016-19 and an update on the effectiveness in fulfilling our duties in implementing the provision of support for children and young people with special educational needs and/ or disabilities (SEND) as set out in the Children and Families Act 2014 and SEND code of practice 2014.
- 1.2. This report sets out the proposed changes to the Targeted Short Break Offer.
- 1.3. This report also provides detail on the arrangements for the joint Ofsted and the Care Quality Commission (CQC) inspection of local areas' effectiveness in meeting their SEND duties.

2. Recommendations

- 2.1. The Select Committee is asked to note and comment on this report.

3. Policy Context

Children and Families Act 2014 – Overview

- 3.1 The Government introduced the most significant changes to the Special Educational Needs system in 30 years, which came into effect on the 1st September 2014 through the Children and Families Act 2014 (Part 3).
- 3.2 The key changes brought in by the Children and Families Act 2014 were:

- Ensuring that children and young people are at the center of planning and decision making by ensuring the views, wishes and feelings of the family, child and young person are central to the statutory process.
- Statements of Special Educational Needs (SEN) have been replaced by Education, Health and Care plans (EHC plans) with an increased age range for children and young people 0-25 years.
- Children and young people with a SEN and/or a learning difficulty assessment (LDA) have to have their current SEN or LDA converted to an EHC plan through a planned transition process completed by April 2018.
- Greater multi agency working bringing together education, health and social care through a single assessment process for children and young people 0-25 years. In some cases, where a person is over 18, the "Care" part of the EHC plan will be provided for by adult care and support, under the Care Act.
- Children and young people assessed as needing an EHC plan or with an EHC plan will have the option of a personal budget.
- A published local offer that provides comprehensive, accessible and up to date information in one single place from education, health and social care for children and young people who have SEN or a disability.
- An expectation that services across education, health and social care should support children and young people with SEND to prepare for adult life help them go on to achieve the best outcomes in employment, independent living, health and community participation.
- An aspiration from children and young people with SEND to achieve their potential and achieve positive life outcomes and live as "ordinary a life" as possible.
- A requirement to ensure early intervention and holistic and integrated planning across Adults and Children Services.

4. London Borough of Lewisham Context

- 4.1 Lewisham has a population of some 301,000 (the 13th largest in London and 5th largest in Inner London). The population of the borough has increased by some 16,000 since the 2011 Census and over the next 20 years is forecast to be among the fastest growing in London. Population growth in Lewisham is driven primarily by the birth rate (rather than in-migration) there are some 5,000 live birth each year.
- 4.2 According to 2016 DfE SEND statistics, 12.8% of children and young people in Lewisham's 90 schools are classified as receiving SEN Support (5,557). This reflects an 11% reduction compared to 2015 and is in line with the National, London and Inner-London averages (12.6%, 12.8% and 13.1% respectively).
- 4.3 In May 2017, there were 1989 Lewisham residents (or CYP who are LAC to Lewisham but residing elsewhere) with a Statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (EHCP). 28.1% were accessing mainstream provisions (559), 30.1% maintained special provisions (599), 7.6% are accessing Independent

provisions (151) and 6% are accessing maintained resource bases/units attached to mainstream schools (121). In addition, 11.3% are accessing further education or specialist post 16 provisions (225) and 8% are accessing Academy provisions (160). Other provisions, including registered early years settings, non-maintained special schools, free schools and other alternative provisions account for 5.5% (110).

- 4.4 26% of children and young people with a Lewisham SSEN, LDA or EHCP are placed in out-of-borough provisions (520), of which only 16.7% are of primary school age (87). ASD, Speech, Language or Communication Need and Social, Emotional or Mental Health difficulties are the most common diagnosis in children and young people placed out of borough (accounting for 64% combined, or 335). 5.9% (31) of children and young people placed out of borough are placed in a residential provision, costing between £25,000 and £290,000 per pupil, per annum.
- 4.5 19 to 25 year olds account for 18% of young people with SSEN/EHCPs placed out of borough (94), predominantly attending FE Colleges and Specialist Post-16 Institutions, such as Bromley College and NASH College of Further Education. 11.7% (11) of these young people are placed in residential provisions, costing between £22,000 and £290,000 per pupil, per annum. This cohort of young people will continue to be supported by Adult Social Care.
- 4.6 According to 2016 DfE SEND statistics, Lewisham has the highest number of children and young people with an ASD diagnosis in London, accounting for 1235 in Lewisham primary (573 or 14.8%), secondary (329 or 14.7%) and special schools (333 or 61.9%). The Lewisham levels are above the National, London and Inner London averages for ASD (Primary – 6.3%, 7.9%, 8.6%; Secondary – 8.3%, 7.0%, 6.1%; Special – 25.6%, 33.5%, 40.5%). Local data from May 2017, shows that ASD remains the predominant primary need in Lewisham schools for children with an ECHP/SSEN (accounting for 40.9%), in out-of-borough schools (36.5%) and in Independent schools (46.3%). Of the pupils with ASD in out-of-borough / independent provisions, 45.6% were young males aged between 12-18 years.
- 4.7 In 2016, the average Progress 8 Score (GCSE/Key Stage 4) for SEN Support pupils in Lewisham schools was -0.54. The national average was -0.38, London -0.17 and Inner London -0.14. The average score for pupils with an EHCP/SSEN was -1.22, compared to -1.03 nationally, -0.87 in London and -0.91 in Inner London.
- 4.8 There are approximately 499 children and young people known to the Children with Disabilities Social Work team.
- 4.9 There are currently 253 children/young receiving a specialist Short Break Service and 251 children/young people receiving a Targeted Short Break Services (not all of these will be known to CWCN social work team).

5. Lewisham's SEND Strategy

- 5.1 Lewisham Council Children with Complex Needs service has developed a new partnership SEND strategy 2016-19. Our SEND partnership strategy sets out our vision and priorities for improving life outcomes for children and young people with SEND and that of their families. This strategy forms an integral part of the Lewisham Children and Young People's Plan for 2015-18.
- 5.2 This strategy is updated on a regular basis to reflect the changing needs and priorities of the service and those that access support. The SEND strategy was last updated in December 2016.
- 5.3 Our vision for the strategy is for Lewisham to be an inclusive community that is welcoming of all and that all key professionals have the knowledge and skills to meet the needs of children and young people (0-25yrs) with SEND to enable them to play, learn and work.
- 5.4 Our vision is underpinned by three priority areas for change:
1. Children and young people (0-25yrs) with SEND and their families are informed and empowered to be more resilient and independent within their communities
 2. Children and young people with SEND who have been identified as requiring additional support across Health, Social Care and Education receive the right support at the right time in order to enable them to become as independent as possible
 3. Children and young people with SEND have the opportunity to be educated within Lewisham education provisions and are provided with the right support to enable them to achieve their full potential
- 5.5 The overall outcome of the strategy is that Children and Young People with SEND and their families have improved life outcomes.
- 5.6 The strategy builds on the work that has been achieved following the introduction of the Children and Families Act 2014 which came into effect on 1st September 2014. This strategy provides direction for the Partnership and sets out the outcomes and priorities for all agencies working with children and young people with SEND across Lewisham and builds on what has been achieved so far. The strategy also establishes how partner agencies will continue to work together to improve those outcomes that will make significant improvements to the lives and life-chances of our children and young people with SEND.
- 5.7 Key strands of work set out in the strategy are:
- Local offer
 - Specialist Placement Planning
 - Quality Teaching
 - Short Breaks
 - Travel Assistance

- Personal Budget
- Preparing for Adulthood
- ASD review

This report sets out in more detail those strands of work.

5.9 Future key milestones for the SEND Strategy include:

- A new School Banding Funding System in operation from April 2018.
- All existing transport/travel assistance arrangements reviewed and updated in September 2017
- Conversion of all SEN Statements to EHCPs by April 2018

5.10 This strategy responds to the needs and priorities which have been identified through data analysis and needs assessments, associated plans and strategies. It has also been informed by our analysis and understanding of what has and hasn't worked.

5.11 We have engaged and continue to engage the following key stakeholders in the development and delivery of this strategy:

- Young people with SEND
- Parents and carers with children and young people with SEND
- Voluntary Sector
- Headteachers
- SENCOs
- Health, social care and education professionals

6. Local Offer:

6.1 Lewisham has a published local offer setting out the provision that we expect to be available across education, health and social care for children and young people with special educational needs and disabilities. The local offer was designed in co-production with parent/ carers, young people and relevant professionals. The information aims to be clear, relevant and up to date and offers advice and sets out the support available for children and young people with SEND and their families. The Local offer has continued to be developed over the last year and since November 2016 there has been an increase of its page views by 75%.

6.2 The Children with Complex Needs Service has undertaken a review of our local offer with the aim of improving the information available and ensuring its accessibility. The Local Offer will continue to be monitored and developed by the local area ensuring that children, young people and their families and professionals across the partnership are involved in this ongoing monitoring and up-dating of the local offer.

6.3 The Children with Complex Needs service has recently re-commissioned its Specialist Educational Needs and Disabilities, Information, Advice

(SENDIASS) and Support service. It has been agreed that the provider (Kids) will be involved in the work to signpost to the local offer & ensure that the local offer remains accurate, current and up to date.

7. Specialist Place Planning

7.1 In the summer of 2016 the Children with Complex Needs Service commissioned a SEND placement planning review to look at the rising population and the likely impact that would have on SEND provision needed within the borough. The key findings of which are outlined below.

7.2 Key findings

1. The number of children with Education, Health and Care Plans (EHCPs) in Lewisham is currently 1,948. The net growth in children with EHCPs in the years to 2020/21 is likely to be 100-110 per year before levelling off to grow in line with growth rates for the population of children and young people aged 3-25 years.
2. The growth in incidence of SEND, together with improved data on the open cases in the Children with Complex Needs Service (CWCN) shows that the use of out of borough provision is driven by limited local capacity, particularly in the case of children and young people with a primary need of Attention Deficit Hyperactivity Disorder (ADHD) and Social, Emotional & Mental Health (SEMH). For pupils with complex needs, local schools, Watergate and Greenvale, are equipped to meet the needs of children and young people with the most severe learning difficulties and complex behavioral, emotional and social difficulties. Lewisham's special schools have reached capacity and are all full. There is not enough sufficiency within these schools to meet the current and growing demand.
3. The shortfall in special school places in Lewisham is greater than had been forecast in 2014 and will widen further. There are currently 1998 Lewisham children and young people with an EHCP or SEN. There are 538 children and young people accessing LBL maintained special schools and 141 placed in maintained resource bases in Lewisham. While 193 are placed in out of borough independent, maintained or non-maintained specialist provision. There are 731 children and young people (FTE) with a special school place.
4. There is an expected increases of 9-11 per year to 2021/2022 and thereafter the increase is less than 10 per year. From 2025/26 the growth is only 5-6 per year. It is predicted that an additional 216 specialist provision places will be required by 2024 – an increase from projection in 2015 of 120. This would increase the demand for

out of borough placements, if there was no additional capacity within Lewisham special schools.

5. The recent SEND sufficiency review has identified the need for:-

- An additional 55 primary SLD places available as soon as possible.
- An additional 93 secondary SLD places available as soon as possible.
- An all-through 140 place SEMH provision to be in place by September 2018.
- A separate 40 place Primary AP/PRU provision, fully available by September 2019 but with an interim measure required as soon as possible.
- A 20 place Post-16 unit for ASD and Speech & Language provision to be provided as soon as possible.

8. Quality Teaching

8.1 The Children with Complex Needs Service has continued to work closely with the School Improvement Team this year to ensure that inclusion and quality teaching is high on the agenda for all schools. The development of the SEND Advisory Board, has provided the ability to identify Schools and Early Year provisions who have good quality teaching and inclusion and to identify the provisions who require support.

8.2 Over the coming months the SEND Advisory Board will work with the School Led Improvement Board to build key performance indicators in relation to Quality Teaching in order to be able to support the Boards work on driving standards and practice in relation to SEND.

8.3 The appointment of a Resource Base Provision Lead this year has allowed us to:-

- Ensure children who attend Resource Bases are receiving good or better provision
- Ensure transparent admission criteria
- Ensure consistency in quality and practice

8.4 The feedback on this role has been that all Resource provisions have found the role supportive, improved the link between the Council and schools, provided consistency in approach and has given one point of 'call' for all queries and consultations.

8.5 This role will continue over the next year which will allow the Council to continue to ensure good or better provision and ensure that we are matching provision to need.

9. Short Breaks

9.1 The Children with Complex Needs Service has a Short Breaks service which enables the Local Authority to meet its legislative duties in relation to disabled children and young people and that of their parents/carers. The legislative duties include:

- Breaks for Carers Regulation 2011
- Children and Families Act 2014
- Children Act 1989 & 2004
- Chronically Sick & Disabled Act 1970

9.2 The Short Breaks service provides two types of short break services; a Targeted Short Breaks service and a Specialist Short Breaks service. These services are aimed at disabled children and young people with different levels of needs and that of their parent/ carers.

- Targeted Short Breaks Service – is for eligible families with a disabled child/young person who has additional needs that prevents them from accessing activities that would otherwise enable their parent/ carers to take short breaks from their caring responsibilities.
- Specialist Short Breaks Service - is for eligible families with a disabled child/young person who need more breaks from caring because their child/young person's needs are so high that they have to spend much more time caring for them than they would if their child was not disabled. This service is for children/young people and their families with the highest levels of need and is accessed through a Children's Social Care assessment.

These are explained in more detail below.

Specialist Short Breaks

9.3 Under Section 17 of the Children Act 1989, all children with a disability are considered to be 'Children in Need' without any further test. Therefore all children with a diagnosed disability are eligible to be considered for a Children's Social Care needs assessment by the London Borough of Lewisham. Lewisham has a set criteria in line with legislation which they use in considering whether an assessment would take place or not. This is available on the Lewisham website.

9.4 The Specialist Short Break Service was retendered this year after Mayor and Cabinet Agreement. The new contract for two of the three lots was awarded to Ravensbourne who will provide the weekend, holiday and overnight Short Breaks provision from July 2017. The current provider is providing this service until then. The third lot was awarded to Young People Relate to provide a Buddying and Mentoring Service. This service started in April 2017 and provides support for young people from 12 years of age to develop strategies and approaches to enable them to prepare for

adulthood and achieve optimum levels of independence as soon as they are able.

- 9.5 The new commissioned service providers are expected to provide a range of support programmes based on the assessed needs of the children / young people and that of their parent/carers, in order for them to meet the child or young person's identified outcomes.
- 9.6 The identified programmes of support are aimed to enable children and young people to be able to fulfil their potential, become as independent as possible and prepare them for adulthood and help parents/carers to be provided with a greater understanding and confidence to be able to care for their child or young person.
- 9.7 Following an assessment by a social worker, if a child and or parent/carer is assessed as needing a Specialist Short Breaks package in order to meet their needs and identified outcomes, this recommendation is taken to the Care Panel for discussion and agreement. Following agreement at Care Panel the social worker will then inform the Short Breaks service and they will be responsible for arranging and procuring the Specialist Short Breaks package detailed within the care plan.
- 9.8 Depending on the assessment of need the Specialist Short Breaks package could include:
- Direct Payments – which are payments made available to parents/ carers to enable them to identify, choose and buy the required short break support needed to meet their child's additional needs as detailed within their child or young person's care plan.
 - Short Breaks In-House Service, commissioned provision and spot purchases of places at:-
 - Rockbourne Short Breaks Service (weekday, and holiday service)
 - The Saturday Club (Saturday service)
 - Ravensbourne Project (Weekend and holiday service)
 - House on the Hill, (Residential service)
 - Drumbeat Special School (weekend and holiday service)
 - Domiciliary care - to assist disabled children or young people with activities of daily living which they are unable to provide for themselves without assistance, such as personal care or carers.
 - Brokerage Support – where the required short break support is procured and arranged by the Short Breaks coordinators to meet the disabled child's additional needs to access mainstream activities.
 - Young Person Relate – Mentoring and Buddying Service
- Current Targeted Short Break Criteria**
- 9.9 The Targeted Short Breaks scheme was set up in 2013 and the agreed eligibility criteria for Targeted Short Breaks put in place at that time was that a child or young person must be:

- under the age 18 years
 - living permanently within the London borough of Lewisham
 - diagnosed as having a disability
 - in receipt of the higher rate care component of the disability living allowance
 - not already in receipt of a specialist short breaks service.
- 9.10 If children /YP met the above criteria they were automatically eligible to receive the Targeted Short Breaks offer without any further assessment.
- 9.11 If a child or young person was not in receipt of the higher rate care component of the disability living allowance, Short Breaks coordinators would undertake an assessment to establish whether the child/YP were:
- 9.12 Unable to access any activities without support from the Targeted Short Breaks service to meet their additional needs, due to their disability.
- 9.13 Eligible families with disabled children and young people are currently provided with 100 hours of short breaks per annum from caring for their disabled child or young person. Families are offered one of the following options to use their 100 hours:
- Direct Payments – which are payments made available to parents/ carers to enable them to identify, choose and buy the required short break support needed to meet their child’s additional needs, while they have a short break. The payments are £10.94 per hour, which works out to be a total of £1,094 per year on a pro rata basis.
 - Brokerage Support - Short break support is procured and arranged by the Short Breaks coordinators to meet the disabled child support needs.
 - Domiciliary care – a carer who will look after the child or young person for a Short Break in their own home.
 - In House Short Breaks Services or young person Lewisham Council Short Breaks Services or young person Rockbourne or the Saturday Club Short Breaks services.

Targeted Short Breaks Review

- 9.14 The Children with Complex Needs Service is committed to continually looking to improve services for disabled children and young people to ensure that it meet their needs and improve life outcomes for them and that of their parents/ carers. However, level of demand has been rising, and without taking action would lead to an overspend of the budget next year. As such it has been undertaking a review of its Targeted Short Break Service over the last year, to ensure that services can be provided to meet need within the available budget. The draft proposals outlined in this report will go to Mayor and Cabinet in July 2017.
- 9.15 Since the Targeted Short Breaks scheme was established in April 2013, there have been 536 families who have applied for the Targeted Short Breaks. Of those 536 families, 342 families were eligible to receive

Targeted Short Breaks. Of those 342 families, as of June 2017, there are 251 receiving a service.

- 9.16 Of the 342 families who were eligible for the service, 259 were automatically eligible because they had the higher rate of disability living allowance, 83 families were assessed and agreed at Care Panel. Of the 83, 16 were as a result of a change from a specialist package to a targeted package.
- 9.17 Of the 342 families who were eligible for the service, the child or young person's age at the date of referral was: 99, 0 – 4 years, 170, 5 -11 years and 73 were 12 + years.
- 9.18 Of the 342 families who were eligible for the service, the primary need of the children and young people was: 258 (75%) children and young people - behaviour, communications, social interaction and learning difficulties, 33 (10%) complex needs, 16 (5%) had a mobility condition, 13 (4%) had health conditions, 9 (3%) had Downs Syndrome, 5 (1%) had global developmental delay, 5 (!%) had parents who had no-one to support to give them a short break, 1 had mental health issues (child), 1 had mental health issues (parent and child) and 1 family circumstances. Of the 342, 251 (73%) had an ASD diagnosis as part of their identified needs.
- 9.19 The data shows that families were accessing services to enable them to have a short break. Whilst their child or young people benefits from developing new skills, having fun and making new friends. It is however felt that further development work is needed within the Short Breaks Service to look at the challenges and barriers that families have in accessing universal activities within the community and how these challenges can be addressed with both the providers and families in order that children and young people are able to access these activities as independently as possible.

Targeted Short Breaks Consultation

- 9.20 The Children with Complex Needs Service undertook a consultation of its Short Breaks offer to families. The aim of this review was to ensure that the services and offer were meeting the needs of the eligible child and young person with disabilities, and that of their parent/ carer and was improving outcomes.
- 9.21 The consultation and engagement activities took place between June 2016 and February 2017 and included the following:
- Consultation events with parent/carers in partnership with Parent Carer forum June 2016
 - Two further consultation events held on the 23rd and 27th February for families, children and young people and for representatives from Lewisham parent/ carer forum and Contact a Family
 - Questionnaire sent out to all families currently receiving a Targeted Short Break

- Email and telephone contacts given to families to enable them to give individual and personalised feedback.
- In addition there was an arts and craft session held with children and young people receiving the service.

9.22 The aim was to seek views on:

- The current service
- The proposed changes
- Ideas on how to provide services

9.23 Feedback from the consultation events included:

- The current targeted short break service does enable parents/ carers to access facilities / activities for their children, but that families had to take their children to and from activities themselves, which they did not feel gave them a sufficient short break.
- Most parents felt it would useful to be able to have a more detailed telephone assessment in order to be able to describe their child/young person's needs.
- Most parents felt that it was right that the service matched the child/young person's needs and did not give an automatic amount of hours.
- Some families felt that sessions rather than whole days would not meet their young person's needs
- Most parents identified as a major issue, trying to cope with difficult behaviour at all ages, but particularly in adolescence. They also identified behaviour as the barrier to accessing universal services.
- Families wanted somewhere to go to where the staff were trained and understood the needs of their child or young person.
- There was also a consensus of requests for help with independent living skills / travel training for teenagers.

9.24 The key points from the children and young people's art and craft session activity were:

- That the children and young people enjoy the same activities as other children and young people, such as computers, bowling, the cinema, swimming, boxing, cycling, music and going out.
- Friendship was really important to the young people and enjoying activities with other young people.
- They preferred to do activities as a group rather than by themselves.
- The young people would like to go out more and do more activities.

9.25 After taking into account the feedback from the consultation activities and analysis of the service a number of proposed changes to the service were identified which will be presented to Mayor and Cabinet in July 2017 for approval.

- 9.26 These Proposed changes include:
- New eligibility criteria
 - Up to 100 hours of support rather than an automatic 100 hours
 - Introducing AM and PM sessions rather than automatic all day support at the in-house provision at Rockbourne and Saturday Club
- 9.27 The proposed new eligibility criteria for Targeted Short Breaks is the child or young person must be:
- under the age of 18 years
 - living permanently within the London Borough of Lewisham
 - diagnosed as having a disability
 - not already in receipt of a specialist short breaks service
 - in receipt of disability living allowance
 - unable to access any activities without support from Targeted Short Breaks to meet their additional needs, due to their disability.
- 9.28 Out of the current 251 individuals currently receiving a service, 220 are automatically eligible for a service through having the higher rate care component of the disability living allowance. This will mean that if the change is implemented all of those families who received the service through automatic eligibility will be required to undergo the further review. The data shows that 75 service users are currently spending their direct payment on mainstream activities. The assessment will enable Short Breaks coordinators to check if these services users are able to access these activities independently and whether they have any barriers due to their disability. If they are able to access the activities independently these service users may no longer meet the proposed new eligibility criteria.
- 9.29 This proposed change to the eligibility criteria will enable the Short Breaks service to focus on and identify those children and young people who are unable to activities without support from Targeted Short Breaks to meet their additional needs, due to their disability. It will also enable the Short Breaks service to have a greater understanding of the child and young person's barriers and challenges to accessing activities so that they can work more closely with families to address these with the family's individual Short Breaks offer.
- 9.30 The Short Breaks service will also be putting in place new processes to support those families who are do not meet the eligibility criteria but need signposting and support in accessing mainstream services to enable parent/carers to receive a short break. These processes will include working with mainstream providers to build their capacity and knowledge to meet the needs of children and young people with SEND.

Proposed Change to the Targeted Short Breaks offer to eligible families

- 9.31 Currently families with disabled children and young people who are eligible for the Targeted Short Breaks service are provided with 100 hours from the service.
- 9.32 The proposed new eligibility criteria (detailed in 7.27) removes the automatic entitlement to receive the Targeted Short Breaks offer of 100 hours. This will mean that every family who meets the former eligibility criteria will on review be checked for future eligibility. This will then be reviewed by the Care Package Panel, which is a decision-making panel, which considers the assessments and recommendations put forward by social workers and short breaks coordinators. The Care Package Panel is in place to ensure that all single assessments of children and young people are robust, fair and are appropriately challenged.
- 9.33 Families will be offered the following targeted short breaks service provision options in which to use their short break hours, including:
- Direct Payments
 - Brokerage Support
 - Domiciliary care
 - In House Short Breaks Service – access to Lewisham’s Council’s in house Short Breaks services, Rockbourne or the Saturday Club Short Breaks services, where places are available.
- 9.34 The proposed new offer to families who are eligible for the Targeted Short Breaks will be provided with up to 100 hours of short breaks from caring for their disabled child or young person. If they require more support than the 100 hours then a referral will be made to social workers so that a social work assessment can be carried out under Section 17 Children Act 1989.
- 9.35 To begin to address the barriers and challenges that families are having in accessing mainstream activities it is **proposed** that the use of Direct Payments becomes more focused on:
- Employment of carers
 - The additional cost of specialist activities,
 - Additional support at activities,
 - Specialist services,
 - Or specialist equipment to ensure access to activities
 - Or other costs that can be demonstrated as required to meet the additional costs of the parent/ carer to access activities.
- 9.36 The Children with Complex Needs service is currently in the process of re-commissioning the preferred provider framework for carers. The service is looking at adding a new Lot for mentors/ buddies (with skills in working with young people with challenging behaviour). When the framework is

recommissioned in January 2018, families could have the potential to access this service to use their Targeted Short Breaks offer, which could look at addressing their young person's barriers.

- 9.37 To address the challenges and barriers that families have with accessing universal activities, the Children with Complex Needs service are continuing to consider what additional support options are needed. Also the Council has undertaken an ASD review and the outcome of this review will also help inform what changes are needed to support families who are unable to access universal activities and services due to their child or young person's disability.

In House Short Breaks Service (Rockbourne and Saturday Club)

- 9.38 The Targeted Short Break service review evidenced that parents and young people wanted more access to services where there are trained staff who understand the children/YP's needs and will work with them to develop their skills and increase their independence.
- 9.39 Currently eligible families can use their short break hours to access our in house Short Break Service, Rockbourne or the Saturday Club. However, these services are now at full capacity during holidays and weekend and there isn't any capacity or budget to increase the numbers these services take. There is some availability during the sessions on a weekday evening but take up is low during these times.
- 9.40 The proposed changes to both our in house Short Break Services, Rockbourne and Saturday Club would enable more capacity to be created for the children and young people by creating morning and afternoon sessions rather than all day sessions. Those who need all day sessions will continue to receive them. However not all children and young people need all day sessions.
- 9.41 Currently Rockbourne, Cyberzone and Saturday Club provide the following services:
- Rockbourne which runs short break activities Monday and Wednesday (6.30pm – 8.30pm) and during the school holidays (8am – 6pm). Target age group: 11-17 years (last day of their 17th birthday).
 - Saturday Club, run activities to different age groups on alternative Saturdays (10.30am – 3.30pm). Target age group: 8–12 and 13–17 (last day of their 17th birthday).
 - Cyber zone, is a self-referral service where children and young people with SEND can attend with their parent/ carer to access the computer suite on a Saturday from 10-4 with two Lewisham Council present to facilitate the session.

- 9.42 Proposed changes to:

- Rockbourne holiday club run a morning session from 9.30 – 12.30 and an afternoon session from 1.30 – 4.30.

- Saturday club run a morning session from 9.30 – 12.30 and an afternoon session from 1.30 – 4.30.
- The evening clubs at Rockbourne reduce from two evening to one evening, due to limited demand for these sessions and increased numbers within the one evening session remaining.
- Closure of the Cyberzone due to limited numbers attending this club and these staff would then be used to increase the numbers at the Saturday club sessions.
- We would expect there to be 24 places in the morning session and 24 places in the afternoon session, during holiday and Saturday sessions. This is an increase from the current number which is approximately 15 at Rockbourne and Saturday Club.
- There may be times when the provider will be expected to take children and young people across both the morning and afternoon session, both at Rockbourne and Saturday Club, this will count as 2 places.
- It is expected that the provider will provide a 1:3 ratio for these children, unless they have been assessed as requiring additional staffing support assessed by the Children with Complex Needs service in partnership with the short breaks club manager. If additional staff ratio is required to meet their additional needs this will count as 2 places for 1:2 staff ratio and 3 places for 1:1.

9.43 These changes will enable the service to offer more places to children to attend the holiday club and weekend clubs. But still ensures that those who need additional support can access these services across a whole day.

9.44 These changes are in line with the model that we are using for the retendering of our commissioned service to increase from 20 places to 24 places per session for specialist service users. These are service users with the highest level of need as assessed by a social worker under Section 17.

9.45 The Children and Complex Needs Service is confident that should these proposals be agreed it will provide greater flexibility for families and allow more families to be able to access services as appropriate.

Weekends and Holiday Service

9.46 The Local Authority has been working with Drumbeat Special School to develop a Saturday and Holiday provision following School Forum identifying (December 2015) that it could not continue £300k funding per year from the High Needs Funding Block of the Dedicated Schools Grant (DSG) for the schools extended school programme as this is not a permitted use of DSG.

9.47 The school also received contributions from families and from Short Breaks for places. Following that decision and to avoid service disruption, funding has been used from within the Short Breaks General Fund budget to continue to deliver the extended services until the end of August 2017, to enable a review of the service and options to be explored about the

next steps. However, this creates a pressure on the Short Breaks budget which is not sustainable (a significant overspend), and in addition childcare should not be funded through short breaks provision.

- 9.48 The review of the extended services identified that in the academic year 2016/17, Drumbeat currently had 101 pupils in total either accessing the afterschool club and/or holiday clubs at Drumbeat. Of the 101 pupils, 66 are known to the children with disabilities services through either a social care assessments or targeted short break assessment and are receiving services to meet their assessed additional need. The remaining children are not eligible for support from children's social care. Out of the 101 children, 36 of the parents work and use the after school club to support this in some way. The daily attendance at the after school club and holiday provision is on average 30-35 children, across 2 sites.
- 9.49 This means that although there will be some pupils currently receiving provision through the after school club who will no longer be eligible (35 children), children in other special schools who are eligible will be able to access this provision, whereas currently they are not accessing any support. The capacity of the new holiday provision will be 48 per day, an increase of 13-18 children per day from the current usage.
- 9.50 In July 2016, a session was held with 20 parent/carers whose children attended Drumbeat's extended services. The focus of the session was to look at the benefits of Drumbeat extended services. The key points that the parent/ carers made were:
- They were unable to access universal services for their children and young people due to their behavioral issues.
 - The staff knew and understood their children.
 - The staff could cope with any challenging behaviour.
 - The activities on offer were appropriate to meet their children's needs.
 - It was an opportunity for their children to make friends.
 - It gave parents an opportunity to have quality time with their other children after school
- 9.51 Due to the high numbers of specialist service users attending specialist education provision, the Local Authority has been keen to work in partnership with all Special Schools in setting up a new specialist holiday and weekend service that can meet the needs of these children with the highest level of need as assessed through social care who are not currently accessing the provision at Drumbeat.
- 9.52 The Local Authority has been working with Drumbeat School to develop a weekend and holiday provision. This provision will provide specialist short break services to children and young people with complex needs from the Children with Complex Needs service during the school holidays (11 weeks/55 days) and every other Saturday (24 days), except bank

holiday's and when the School is closed. The School will be closed for 1 week during the summer holidays, Christmas holidays and Easter period.

- 9.53 All referrals will come from the Children's with Disability Service via the Short Breaks service. This new Drumbeat holiday and weekend service will start in September 2017, when the current extended school service comes to an end.
- 9.54 After School and Holiday provision at Drumbeat School will continue to be offered to young people who currently use these services throughout the summer term and during the summer holidays. As it stands, after school provision will not be offered by Drumbeat School to their students from the 1st of September 2017, whilst holiday provision will be offered, but in an altered format/structure. Weekend Provision is not currently offered but will be available from the 1st of September 2017.

10. Travel Assistance

- 10.1 Lewisham has a travel assistance policy which is published on the local offer and the council website. Since 2016 we have increased the available forms of Travel Assistance support to families with children and young people eligible for support.
- 10.2 When awarding travel assistance the Council aims to offer the form of assistance that the development of children and young people's ability and opportunity to travel more independently to their chosen destination.
- 10.3 Lewisham provides Travel Assistance support for children with SEND to access education. During the 2015/16 academic year there were 651 children in receipt of this assistance which was approximately 45% of those children/young people currently with an EHC, 44% of the 45% have transport arranged by the council which picks them up from their home address. Compared to other London Councils was 5% higher than the current average and can be attributed to the lack of alternative options for assistance, such as Direct Payments or Independent Travel Training.
- 10.4 During the 2016/17 academic year there were changes made to the organizational arrangements for the Travel Co-ordination Team (TCT), moving both location and directorates to the Children with Complex Needs Service. This has created closer working relationships between the TCT and the other services and teams within CWCN service, facilitating access to expertise and advice for specific additional needs and family circumstances to ensure the right support and provision is provided. Systems and processes have been strengthened. This has ensured the policy has been applied consistently and exceptions considered as necessary.
- 10.5 As a result of the service improvements introduced during the summer term (2015/16) the service has seen a reduction in number of child/young people in receipt of Travel Assistance to 606, which represents a

reduction of 6% compared with the same period the previous academic year. During this period there has also seen an increase in young people using direct payments to make their own travel arrangements and those successfully trained to travel independently.

- 10.6 Legislation supports the requirement for Council's to review assistance provision annually to ensure the correct support is in place, promoting and supporting independence where suitable. To facilitate the delivery regular reviews the Council has undertaken a review of all travel assistance to ensure all provision meets the eligibility criteria in the Council's Travel Assistance policies. Reviews began in January 2017 and are due for completion during the summer 2017. Schools have been part of the review process, whilst families have the opportunity to provide additional and exceptional circumstances for consideration if it is identified that assistance is no longer required or they are no longer eligible.
- 10.7 Lewisham has historically had a significant overspend on the whole of the SEN Travel Assistance budget. The continuing review of our travel assistance offer (which is part of the corporate Transport Board's work on the Council's transport provision) has already begun to reduce the overspend. Current forecasts expect the overspend to be cleared by July 2018.
- 10.8 From November 2017 Lewisham has commissioned an established Independent Travel Training (ITT) scheme to support children and young people to learn valuable life skills that enable them to travel independently to their chosen destination. National Star College were identified to deliver their LIFT (Learning Independence For Travel) programme. Over a 2 year period it is expected that 60 children and young people will be successfully trained, travelling independently to their place of education. In May 2017 8 young person's had successfully completed the training and were now travelling independently to their place of education, while a further 7 are in the middle of their individual training programmes.
- 10.9 The LIFT Programme is available to children and young people who are eligible for Travel Assistance. Referrals can be made by families, schools, young person, or other professionals, however a separate assessment will be carried out by the Travel Trainers to ensure they are suitable to be trained. If identified at the time of the assessment as not suitable to begin training then they will be placed on a waiting list to have a further assessment at an agreed date in the future. These skills have allowed individuals more flexibility in terms of time of travel, as well as opening up future opportunities for future independence and employment where transport historically has been seen as a barrier. Currently, a young person can re-engage the programme for additional support/training if it is identified that due to changing needs/circumstances that additional training is required. For example, where a young person moved from secondary school education to a college and therefore needs to travel a different route.

- 10.10 As part of reviewing the commissioning arrangements for the service we have introduced a Dynamic Purchasing System (DPS) to source transport provision from the commercial market. Our current framework agreement expires in August 2017. By adopting a DPS our aims were to increase competition, drive service improvement, improve demand and finance forecasting, improve the payment process, ease work pressures to focus on providing improved customer service rather than managing multiple manual processes for administration purposes. It is expected that these improvements will also assist to reduce rates charged by providers and therefore a reduction in spend on external transport provision by approximately 10%, £190k.
- 10.11 The reduction in numbers requiring specialist support provided by Lewisham Passenger Service has initiated a review types of vehicles required to provide the necessary support more effectively. Any efficiencies identified as part of this process will reduce the pressure on both existing and future budgets.
- 10.12 Joint working to develop the Travel Assistance offer continues with Schools, parents and numerous services within the council. The intention that the joint working will be used to continually develop the service to meets the needs of the users of the service as well as meeting the financial pressures on the Travel Assistance budget.

11. Personal Budgets

- 11.1 The Children with Complex Needs service is continuing to develop Personal Budgets to ensure that there are more effective arrangements in place to provide families with more choice and control over how they can meet their child's outcome identified within an EHC plan, social care outcomes and health outcomes. This will be supported by a targeted programme of workforce development on Personal Budgets to increase the internal capacity to deliver personalisation through SEND personal budgets.
- 11.2 The service is redesigning the process for calculating personal budgets which will sit alongside workforce development and training in increasing the capacity to personalise services through the use of personal budgets and meet needs identified within an EHCP. Further work is also required in order to integrate Personal Budgets across education, health and social care and embed a personalisation approach across EHCP planning and assessment.
- 11.3 In January 2017 a total of 232 children known to CYP, with an EHCP were identified as using a direct payment a part of their Social Care Personal Budget. None of those young people had their direct payment recorded under section J of their EHCP. Work is ongoing to ensure EHCP's are updated to reflect that a personal budget is identified in the appropriate section.

12. Preparing for Adulthood

- 12.1 Lewisham transition planning for young people moving from Children to Adult services has improved over the past year, it is acknowledged that more needs to be done to ensure our young people have timely and appropriate transition arrangements in place. We could add here that separate reports on this have gone to Healthier Communities Select Committee that CYP were invited to?
- 12.2 Children and Adult services meet every 6 weeks to identify young people who may require support from Adult services as a young adult at 18 years. These meetings look at individual cases and identify whether the young person would meet the Adult Social Care threshold or not. If they meet Adult Social Care threshold, plans are put in place to undertake a social care assessment of their needs. If they do not meet Adult Social Care thresholds discussions takes place to discuss how to support and signpost the young person and their family to access and be supported within the community without the need to access Adult Social Care support.
- 12.3 A transition hub and pack is currently being developed to provide support, information and guidance for young people and their families currently preparing to turn 18 years and transitioning from Children services. This information will also be available on Lewisham's Local Offer.
- 12.4 Lewisham Adult Social Care service has commissioned a Lewisham Works Care Service. This supports Lewisham's vision of Lewisham being "the best place in London to live, work and learn" by working with local partnerships, groups and employers in supporting pathways into employment for adults with learning disabilities.
- 12.5 Changes have also been made to the Children with Complex Needs SEND workforce and there is now a dedicated SEN Senior Case Officer who is leading on supporting Lewisham young people post 16 who attend future education and training provision in and out of the borough with an EHC plan. The SEN team will notify the Adult service team linked to the young person of their annual review meetings, within schools and colleges, where the young adult is likely to meet the threshold for social care services at age 18, so that they can be involved in their transition planning.
- 12.6 A written agreement has been reached between Children and Adult services which details the minimum information that is required to achieve a successful handover of the young person's case when transferring to adult services. Where possible the cases are allocated to experienced social workers with a good knowledge base of working with young people.

- 12.7 Both children and adult lead managers are working together and ensuring that skills and knowledge is shared across both services and that good practice is headline and used to move the service forward and shape the future of social care for young people.
- 12.8 In order to take forward both the operational and strategic work of the preparing for adulthood and transition work stream a new Preparing for Adulthood and Transition Team (PAT) will be piloted for one year initially. This will enable greater understanding of the benefits of a dedicated team model.
- 12.9 The team will have responsibility for:
- Leading both the operational and strategic development work of the Preparing for Adulthood and Transition pathways for young people with Special Educational Needs and Disabilities (SEND).
 - Leading the integration across children and adults education, health and social care services, driving change to secure improved outcomes for children and young people with SEND.
 - Leading on development and continuous review of the Preparing for Adulthood and Transition pathways for young people with SEND.
 - Leading on the development of the market and commissioning of services to support Preparing for Adulthood and Transition options for young people with SEND.
 - Ensuring that there are effective arrangements in place which support a smooth transition for young people with complex needs from Children's Services to Adult Health and Social Care services.
- 12.10 It is expected that this new team will be formed to start work by August 2017. Plans are being put in place to make professionals, parent/ carers and young people aware of the new team and roles and responsibilities.
- 12.11 The team will work with children's services so that it has awareness of all young people aged 14yrs and 15yrs with an EHCP who have a SEND need through the quarterly panel meeting. This meeting raises the profile of young people who will need to be known by adult services. It is likely that these YP will become the client group once they turn 16yrs of the transition team.
- 12.12 The new transition team will pick up the total case work responsibility of all young people aged 16yrs plus who have an EHCP/SEND care need. It is likely that approximately 40 young people per cohort /year will go on to qualify for full transition planning into adult services. The transition team will continue to work with any young person who has an EHCP /SEND with an ongoing care need until the EHCP has been ceased. Young people will then transfer into either AWLD, Neighborhood team, Placements team or other identified service as required.

13. ASD Review

- 13.1 Lewisham has the highest percentage of any London borough for children with SEND where the primary need is ASD:
- The School Census indicates that 1,235 school age pupils in Lewisham have autism as their primary need.
 - Across the entire school age population a prevalence rate of pupils with autism as their primary need is between 2.8-2.9% which is approximately 2 to 3 times higher than national surveys
 - In Lewisham, 488 (15.2%) of all the children with SEND have a primary need listed as ASD
 - The figures for Lambeth and Southwark are 8.3% and 11.5% respectively.
 - Estimated that this equated to 79 new diagnoses per annum for autism
- 13.2 An ASD review was commissioned earlier this year and we expect to have the outcome of this review by the end of June 2017. The review will look at the potential impact on individuals progressing through the system on services and resources.
- 13.3 The review has engaged with young people, parent and carers, education providers, and leaders, practitioners, and officers from the local authority and health services. It has enabled the collation of a wide range of views and key information that will be used as evidence to support proposed options and outcomes for the Council. This will allow the Council to develop future strategies and systems to support those with ASD in the Lewisham borough.
- 13.4 The paper will provide the following:
- Contextual information on the numbers and trajectories for children with SEND and within this children with ASD
 - Information on the possible financial and service pressures which might arise from this growing demand
 - Outline why a whole systems approach to a review of ASD is required and to provide some initial areas for investigation
 - Identify the specialists support required to work across the ASD pathway (including health, education and social care) including looking at options for remodeling our current offer in order to ensure that we are able to respond to growing and changing needs.
- 13.5 Provisional findings and areas to investigate further from the report include the following:
- Need to foster understanding of autism within universal services. Develop a central up to-date dataset of young people with autism to inform accurate planning

- Ensure information about the diagnostic process is available to non-health professionals. Consider how parents' feedback on EHC process can be addressed.
- Redesign post diagnosis support and develop a new offer of training for parents. Create more community-based social opportunities for young people with autism.
- Continue to develop consistent expectations of mainstream support for pupils with autism, and match to effective, high quality training, resources and tools to support inclusion.
- Ensure there is clarity on the specific role(s) of the Drumbeat outreach service, including a new "core offer" for all schools, and likewise clarity on the offer of other targeted services.
- Ensure there is clarity on the role and criteria for accessing specialist provision, and this informs placement decisions. Consider approaches to address gaps in current provision.
- Develop a new partnership-based project for post 16/19 pathways, and facilitate short term collaborative approaches to meet post 16 needs locally.

14. **Local Area Inspection**

- 14.1 The Minister of State for Children and Families has tasked Ofsted and the CQC with inspecting the effectiveness of local areas, (including the Local Authority both children and adults services, Clinic Commissioning Groups, Public Health, NHS England, Early Years Settings, Schools and Further Education providers) in fulfilling their duties contained in the Children and Families Act 2014 (Part 3) and SEND code of practice 2014. In April 2016, the inspection framework and handbook for the inspection was released and is available on the Ofsted and CQC website.
- 14.2 All local areas will be inspected, with inspections taking place over a five year period, starting from the end of May 2016. Inspection teams will include an HMI (lead), a CQC inspector and a local authority Ofsted Inspector (OI). Inspection can take place at any point during the usual school term time.
- 14.3 Inspectors will review the local areas publicly available evidence and data as part of their preparation, including Lewisham's local offer.
- 14.4 To make their judgement about the effectiveness of the local area, inspectors will gather evidence to answer three primary questions:
- (a) How effectively does the local area identify children and young people who have special educational needs and/ or disabilities?
 - (b) How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/ or disabilities?
 - (c) How effectively does the local are improve outcomes for children and young people who have special educational needs and/ or disabilities?

- 14.5 There will be a narrative evaluation report following the inspection, this will outline the local area's strengths, areas for development and serious concerns. This will be publicly made available on the Ofsted and CQC website. There will not be an overall effectiveness grade.
- 14.6 Local areas may need to produce an action plan following the inspection and there may be follow-up inspection activity. The findings of the area inspection may be considered as part of other CQC and Ofsted inspection activity.

Inspection process:

- 14.7 The announcement period for the inspection will be five days in order to alleviate challenges faced by parents in finding appropriate childcare or other support to enable them to take part in the inspection. Inspectors will be onsite for five days.
- 14.8 The fieldwork will include discussions with elected members, key local area officers from health, education and social care, and meetings with leaders of early year's settings, schools and colleges, and specialist services.
- 14.9 Visits will be made to a range of providers and services. These visits will not inspect the provision but focus on their understanding of and participation in meeting the areas' responsibilities.
- 14.10 Inspectors will look at children and young people's files to contribute to their evaluations.
- 14.11 There will be a strong emphasis on gathering the views of young people, and parents and carers, involving:
- meetings during visits to early years settings, schools and colleges
 - meeting with established parent and carer groups
 - meeting with any reference groups established in the local area
 - a webinar for parents and carers during the inspection.
- 14.12 The inspection framework will not prescribe an extensive list of documentation as evidence for the inspection, however the local area will be responsible for providing inspectors with the key documents which evidence the areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities.

Feedback from recent Local Authority Inspections:

- 14.13 Since May 2016 over 25 outcome letters have been published, key themes that have been identified through these are as follows:
- Data quality and use of information

- The Local Offer is not well used
- The views of CYP and their families is not always integrated
- Timeliness (e.g. EHCP)
- The 19-25 pathway is not well developed
- No clear focus on measuring outcomes
- Attendance and exclusions of pupils with SEND
- Education, employment and training outcomes for young people with SEND

14.14 The Council, through the SEND Inspection Group have used published feedback and a self-evaluation to ensure the Council is in a position to communicate and demonstrate to inspectors the strengths of the service as well as known areas of development as part of the service's ongoing continuous improvement programme.

15. Financial Implications

15.1 There are no financial implications identified as services continue to be delivered against the agreed budgets. However, there is an existing budget pressures on the Short Breaks Service budget (Targeted services) and the travel assistance budget. The work outlined in this paper, including any proposed changes, aim to reduce this pressure whilst continuing to meet the growing demand for services and support. In addition, there is currently a financial pressure to the service from meeting the cost of the extended services provision at Drumbeat since the schools forum decision in December 2015 that the DSG could not be used for this provision.

15.2 It is also predicted that by 2030 there will be a growth in Lewisham's population from 280,000 to 330,000. It is estimated that children and young people with complex needs account for 1% of the population. This represents a continual increase in demand on the Children with Complex Need Service putting pressure on existing budgets and services.

16. Legal Implications

16.1 In addition to those legal implications previously referred to in this report, members attention is drawn to the following.

16.2 The Human Rights Act 1998 safeguards the rights of children in the borough to educational provision which the local authority is empowered to provide in compliance with its duties under domestic legislation.

16.3 Section 9 of the Education Act 1996 places a general duty on local authorities and funding authorities to have regard to the general principle that children are educated in accordance with their parents' wishes, so far as is compatible with the provision of efficient education and training and the avoidance of unreasonable public expenditure.

- 16.4 The Education and Inspections Act 2006 requires local authorities to consider and respond to parental representations when carrying out their planning duty to make sure there is sufficient primary and secondary provision and suitable Special Educational Needs provision in their area.
- 16.5 Departmental guidance requires that when proposals are being developed for reorganising or altering special educational needs provision local authorities and/or other proposers will need to show how they will improve standards, quality and/or range of educational provision for children with special educational needs.
- 16.6 Part 3 of the Children and Families Act 2014 introduced major reforms to the statutory framework for children and young persons with special educational needs. The local authority retains the pivotal role in identifying, assessing, and securing the educational provision for children and young people with special educational needs.
- 16.7 The Children and Families Act 2014 requires that in exercising their functions in relation to special educational needs local authorities must have regard to four guiding principles:
- the views , wishes and feelings of the child and their parent , or the young person;
 - ensure children young people and parents participate in decision-making;
 - provide the necessary information and support to help children, young people and parents participate in decision making; and
 - support children, young people and parents in order that children and young people can achieve the best possible educational and other outcomes.
- 16.8 The Equality Act 2010 introduced a new public sector equality duty. It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 16.9 In summary, the Council must, in the exercise of its functions, have due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
 - advance equality of opportunity between people who share a protected characteristic and those who do not.
 - foster good relations between people who share a protected characteristic and those who do not.
- 16.10 The duty continues to be a “have regard duty”, and the weight to be attached to it is a matter for the Mayor, bearing in mind the issues of relevance and proportionality. It is not an absolute requirement to

eliminate unlawful discrimination, advance equality of opportunity or foster good relations.

16.11 The Equality and Human Rights Commission has recently issued Technical Guidance on the Public Sector Equality Duty and statutory guidance entitled “Equality Act 2010 Services, Public Functions & Associations Statutory Code of Practice”. The Council must have regard to the statutory code in so far as it relates to the duty and attention is drawn to Chapter 11 which deals particularly with the equality duty. The Technical Guidance also covers what public authorities should do to meet the duty. This includes steps that are legally required, as well as recommended actions. The guidance does not have statutory force but nonetheless regard should be had to it, as failure to do so without compelling reason would be of evidential value. The statutory code and the technical guidance can be found at: <http://www.equalityhumanrights.com/legal-andpolicy/equality-act/equality-act-codes-of-practice-and-technical-guidance/>

16.12 The Equality and Human Rights Commission (EHRC) has previously issued five guides for public authorities in England giving advice on the equality duty:

1. The essential guide to the public sector equality duty
2. Meeting the equality duty in policy and decision-making
3. Engagement and the equality duty
4. Equality objectives and the equality duty
5. Equality information and the equality duty

16.13 The essential guide provides an overview of the equality duty requirements including the general equality duty, the specific duties and who they apply to. It covers what public authorities should do to meet the duty including steps that are legally required, as well as recommended actions. The other four documents provide more detailed guidance on key areas and advice on good practice. Further information and resources are available at: <http://www.equalityhumanrights.com/advice-andguidance/public-sector-equality-duty/guidance-on-the-equality-duty/>

17. Crime and Disorder Implications

17.1 There are no specific crime and disorder implications arising from this report.

18. Equalities Implications

18.1 The initial equality analysis assessment indicates that the proposals in this report would not unlawfully discriminate against any protected characteristics but would positively promote equality of opportunity for children and young people with special educational needs and disabilities.

19. Environmental Implications

19.1 There are no specific environmental implications arising from this report.

Background documents

None.

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Children and Young People Select Committee			
Title	Lewisham School Attendance and Exclusions	Item No	7
Contributors	Ruth Griffiths, Service Manager – Access Inclusion and Participation		
Class	Part 1	Date	28 th June 2017

1. Purpose of report

- 1.1 As part of its work programme the Committee has requested a report on Lewisham’s school attendance (absence and persistent absence) and exclusion performance indicators and outcomes. Officers produce this report annually as part of accountability and performance monitoring.
- 1.2 This report sets out the context, legal framework and position in relation to attendance (absence and persistent absence) and exclusions in Lewisham. It also provides an analysis of Lewisham performance indicators and the actions that the local authority and Lewisham education providers are taking to effect progress.

2. Recommendations

The Select Committee is asked to note the significant improvement in the work programme to support and safeguard our most vulnerable children and young people by:

- Improving levels of attendance of children and young people in Lewisham schools and attending Lewisham Alternative Provision.
- Reducing the number of fixed term and permanent exclusions from Lewisham secondary schools.
- Increasing in the number of children and young people who are reintegrated back in to Lewisham Schools.

In 2015/16 total school absence (primary and secondary) improved and was above or in line with national and London averages. Lewisham primary schools were in the best quartile for total absence. However Lewisham persistent absence rates still need to improve as we remained behind national and London averages. Positively the Lewisham PRU reported improved absence rates for 2015/16. Lewisham Children Missing Education (CME) figures are at the lowest for three years.

Still concerning are the high permanent exclusion figures for Lewisham secondary schools in 2015/16 and as a consequence a key action for improvement in the Lewisham Alternative Provision Review. However data collected in 2016/17 show significant improvements in permanent exclusions from Lewisham schools.

3. Policy context

3.1 **The Lewisham's Children and Young People's Plan 2015 – 2018: Together with families, we will improve the lives and life chance of the children and young people in Lewisham.**

Six specific areas have been prioritised to raise the attainment and achievement of secondary age pupils and young people. These are providing sufficient school places, improving achievement at school, attendance at school, engagement post-16, attainment post-16 and LAC attainment. All six priority areas, like the plan's main outcome areas, are underpinned by the SEND Strategy to deliver outstanding and inclusive improvement.

3.2 **AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points.**

- To increase attendance at primary and secondary schools from our performance in all measures which are below the London average in 2015/16, to be in line with the London average by 2018.
- To reduce exclusions at secondary schools from our performance which are well below the England average in 2015 to be in line with the London average by 2018.

3.3 **Update on the Lewisham Alternative Education Provision Review**

The Children and Young People Directorate carried out a review of the strategy, structures and systems for Alternative Provision at all Key Stages and this concluded in April 2016.

The review aimed overall to improve the Alternative Provision model, over the next two to three years, to better meet the needs of children and young in Lewisham. The following recommendations are specifically linked to this report:

- **Key Action 1:** Implement a programme to reduce the number of fixed term and permanent exclusions from Lewisham secondary schools.
- **Key Action 2:** Implement a programme to increase the number of children and young people who are re-integrated back in to Lewisham Schools.
- **Key Action 3:** Implement a programme to improve levels of attendance of children and young people attending Lewisham Alternative Provision.
- **Key Action 10a:** Develop and implement provision that fills the gaps identified in the Review.
- **Key Action 10b:** Alternative Providers. Ensure that Pupils who are referred to the Medical Programme receive the statutory requirements for education.

This report provides the detail of the progress in relation to the key actions which are monitored by the Lewisham Inclusion Board that meets every six weeks.

3.4 **Changes to the Access, Inclusion and Participation Service**

In May 2016 the new Service of Access, Inclusion and Participation was created within the Children and Young People Directorate. This change was brought about to consolidate the findings in the Lewisham Alternative Provision Review and ensure that the key actions are delivered. It has resulted in:

- Restructures across the Attendance and Admissions and Appeals teams to ensure the effective delivery of local authority statutory duties.
- The creation of the Fair Access, Elective Home Education and Alternative Provision Team to respond the Alternative Provision Review Action Plan of improvement.
- The appointment of the Safeguarding in Education Lead to ensure that the local authority's obligations regarding safeguarding in education and alternative provision settings are being fulfilled and risk is reduced. The development and implementation of the Lewisham Safeguarding audit for all Lewisham education providers.
- The improvement of the Service Level Agreement for improving attendance in Lewisham education providers.
- The creation of systems, structures and reporting mechanisms to monitor our most vulnerable children and young people.
- Better cross agency working and communications.

4. The legal framework for the attendance and exclusions (fixed and permanent)

4.1 What are the legal requirements on local authorities in relation to school attendance?

Details on the legislative requirements are set out in **Appendix 1** but they can be summarised as:

The government expects schools and local authorities to:

- Promote good attendance and reduce absence, including persistent absence;
- Ensure every pupil has access to full-time education to which they are entitled;
- Act early to address patterns of absence;
- Encourage parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly; and
- Ensure all pupils to be punctual to their lessons.

4.2 What are the legal requirements on local authorities in relation to pupil exclusion?

Details on the legislative requirements are set out in **Appendix 2** but they can be summarised as:

- The legislation governs the exclusion of pupils from: maintained schools; Academy schools / Free Schools; Alternative Provision Academies / Free Schools; and pupil referral units in England.
- The legislation provides statutory guidance to head teachers; governing bodies; local authorities; Academy Trusts; independent review panel members; independent review panel clerks; and special educational needs experts must have regard when carrying out their functions in relation to exclusions.

5. Background

Attendance - national context – pupil absence in schools in England 2015/16

5.1 Context of how data is sourced

Pupil-level attendance data for primary, secondary and pupil referral units is collected once each term via the Department for Education (DfE) School Census data collection return and published in a Statistical First Release (SFR). Full-year

attendance data for special schools is collected once annually at the Autumn School Census¹.

- 5.2 The **national** pupil absence data outlined below is published in the DfE Statistical First Release (SFR) in March 2017 and gives annual attendance data for 2015/2016.
- The overall absence rate across state-funded primary, secondary and special schools has remained at the same rate of **4.6%** 2015/16 as in 2014/15. The overall absence rate has remained broadly stable since 2013/14.
 - Overall **absence rates** have followed a generally downward trend since 2006/2007 when the overall absence rate was **6.5%**.
 - The **overall absence** rate in **primary** schools has remained the same at **4%**.
 - Overall absence in secondary schools improved from **5.3%** to **5.2%**
 - Overall absence in special schools the rate improved from **9.4%** to **9.1%**.
 - The overall absence rate for pupil referral units in 2015/16 was **32.6%**, up from **31.5%** in 2014/15.
 - The total number of days missed across all state-funded primary, secondary and special schools due to overall absence has risen from **54.5 million** in 2014/15 to **54.8 million** in 2015/16. This reflects a slight increase in overall absence of **0.54%**.
 - Family holidays (authorised and unauthorised) accounted for **8.2%** of all absences in 2015/16 compared to **7.5%** in 2014/15.
 - The overall absence rate for pupil enrolments known to be eligible for and claiming free school meals (FSM) was **7.0%**, compared to **4.1%** for non FSM enrolments.
 - The percentage of FSM eligible enrolments that were persistent absentees was **21.6%**, compared to **8.2%** of pupil enrolments that were not eligible for free schools meals.
 - For state-funded primary schools, state-funded secondary schools and special schools, the percentage of pupils who are persistent absentees according to the new definition decreased from **11.0%** in 2014/15 to **10.5%** in 2015/16.
 - Special schools have the highest rate of persistent absence (**26.9%** of enrolments) but have also seen a decrease from **27.5%** in 2014/15.
 - The overall absence rate for Lewisham Children Looked after is **7.9%** (authorised is 5.2% and unauthorised is 2.7%). **70%** of the cohort have over 95% attendance, there are no Children Missing Education but however 19.9% of the cohort are Persistently absent.
 - Currently the Lewisham Youth Offenders Service is are not yet able to provide school attendance data for young people on orders. However there will be pilot with Welfare Call to track the school attendance of a cohort of young people. Those on roll at Abbey Manor College, and those subject to our live reoffending tracker. This is approximately 120 young people. The pilot will start in September and run for three months with a view to extending it to our full caseload who are of school age.

6 The Lewisham Context – Pupil Absence

6.1 Absence in Primary Schools (see Table A, Appendix 3)

Total absence from primary schools (unauthorised and authorised) for 2015/16 in Lewisham has remained at **3.9%**. Lewisham primary schools were in the **A** quartile

¹ The data collected through the School Census is one-term retrospective; that is, the recording period relates to the preceding academic school term.

and ranked **38th** nationally. Lewisham's total absence for primary has improved since 2014 by **0.20%**, and was better than England at **4%**, London at **4.1%** and our statistical neighbours at **4.05%**.

6.2 **Absence in Secondary Schools (see Table B, Appendix 3)**

Total absence from secondary schools (authorised and unauthorised) for 2015/16 in Lewisham has improved to **5.2%**. Lewisham secondary schools were in the **B** quartile and ranked **71st** nationally. Lewisham's total absence has improved since 2011 by **1.30%**, is in line with England at **5.2%** but worse than London at **4.9%** and its statistical neighbours at **4.87%**. Overall there has been a positive trend since 2008 and attendance has improved (similar to primary).

6.3 **Absence in all Lewisham Schools (see Table C, Appendix 3)**

Total school absence (authorised and unauthorised) across all schools in Lewisham remained at **4.5%**. Lewisham was ranked **53rd** and were in the **B** quartile. Total absence has increased from 2014 and is better than England at **4.60%**, in line with London at **4.5%** but slightly worse than its statistical neighbours at **4.46%**.

Overall absence in Lewisham special schools was **8.9%**, better than London at **9.2%** and better than England at **9.1%** for 2015/16.

6.4 **Persistent Absence in all Lewisham Schools**

In September 2015, a revised persistent absence measure was introduced where a pupil enrolment is classified as a persistent absentee if they miss 10% or more of their own possible sessions. This was reduced to 15% so it is difficult to make a year to year analysis.

Total Persistent Absence from all schools in Lewisham was **10.8% (Table D)** for 2015/16. This puts Lewisham as rank **88th** and in the **C** quartile. This is worse than its statistical neighbours at **10.19%**, London at **10%** and England at **10.5%**.

The special school Persistent Absence rate in Lewisham was **24.7%**, but better than London at **28.6%** and better than England at **26.9%** for 2015/16

The secondary Persistent Absence rate in Lewisham was **13.4%**, worse than its statistical neighbours at **11.8%**, London at **11.7%** and England at **13.1%** averages **(Table E)**.

The primary Persistent Absence rate in Lewisham was **8.8%** and worse than its statistical neighbours at **8.75%**, London at **8.6%** and England at **8.2% (Table F)**.

6.5 **Summary of main findings from Lewisham data 2015/16**

- **0.26%** of primary phase pupil overall absence is coded as having "no reason yet" compared to **0.04%** nationally.
- Primary illness is under-represented as a reason code **2.7%** in Lewisham compared to **2.2%** nationally.
- At secondary phase, illness was recorded as the reason for absence for **2.2%** of missed sessions compared to **2.9%** nationally.
- Lewisham has a higher proportionate overall absence for "other authorised" **0.35%** to **0.31%** "no reason yet".

- Schools at primary and secondary phase record up to **0.8%** of absence sessions as “other unauthorised” (the national average is **0.6%**).
- At secondary phase White British students have almost double the level of persistent absence as White British students nationally (**13.6**).

6.6 A key action of the Lewisham Alternative Provision Review is to improve the attendance at the Lewisham PRU (Abbey Manor College). Pupil absence at the Lewisham PRU has improved significantly in 2015/16². The First Statistical Release 2015-16 shows overall absence at **27.6%** which was better than national at **32.6%** and is closing the gap against London at **27.2%**.

PRU Absence %	2013/14	2014/15	2015/16
Lewisham	44.5	37.0	27.6
London	27.8	27.1	27.2
National	31.4	31.1	31.7

(Terminology and factors affecting attendance can be found in Appendix 5)

7. Lewisham’s model of attendance intervention

Statutory (open to all LA Maintained Schools /Academies)	Traded Services
<ul style="list-style-type: none"> ▪ Register Audits 	<ul style="list-style-type: none"> ▪ Review of whole school attendance systems and support to develop revised systems.
<ul style="list-style-type: none"> ▪ Attendance Enforcement 	
<ul style="list-style-type: none"> ▪ Children Missing Education 	<ul style="list-style-type: none"> ▪ Whole school data analysis and action planning.
<ul style="list-style-type: none"> ▪ Child Employment/Performance 	<ul style="list-style-type: none"> ▪ Persistent Absence tracking - advice and support.
<ul style="list-style-type: none"> ▪ Administration of Penalty Notices 	<ul style="list-style-type: none"> ▪ Convening and Chairing Attendance Panel Meetings and completing Parenting Contracts.
<ul style="list-style-type: none"> ▪ Statutory Enforcement 	<ul style="list-style-type: none"> ▪ A combined package of early intervention strategies and some initial enforcement action.

7.1 Non traded statutory attendance, enforcement and safeguarding for all Lewisham local authority maintained schools and academies

This includes register audits from all Lewisham schools and academies, tracking and preventing Children Missing Education, enforcing and licensing Child Employment and Performance, the administration of Penalty Notices and the investigation and implementation of statutory attendance enforcement. It also includes a register check at each school on an annual basis.

7.2 The Attendance, Welfare and Inclusion Service – support to schools

² SFR51_2016 and is Autumn and Spring terms data.

Currently the Service supports Lewisham schools through a Service Level Agreement and Traded Service where schools purchase attendance support depending upon the needs of their school. The Lewisham Model of Attendance Intervention has been devised to deliver attendance support to schools.



Lewisham's Model of attendance intervention support to schools is replicated in this three stage single framework. This enables the local authority to provide a service to schools and academies to help support our vulnerable children and improve overall attendance, achievement and attainment. In 2016/17 56 Lewisham schools have purchased Service Level Agreement attendance support from the Attendance Service.

7.3 **Lewisham's model of attendance intervention: Traded service to local schools and academies**

When a school purchases the service an Attendance Welfare Officer is appointed to identify how the school can effectively to address attendance and punctuality concerns. An action plan would then be agreed and reviewed on a termly basis to meet the needs of the school during the academic year.

Stage 1 – (universal): early intervention and whole school support strategies.

Stage 2 - (targeted): early attendance support for individual pupils and families - attendance level is between 80% and 90% over a 12 week period.

Stage 3 – (specialist): legal intervention (statutory functions – no charge).

7.4 **Network meetings for primary and secondary Attendance Leads**

These meetings with school attendance staff are coordinated and led by the Attendance Welfare and Inclusion Service and are held every term (six times a year). Following restructure and in order to maximise existing resource the Primary and Secondary Schools Network Meeting were merged. Aimed at School Attendance Officers, the highest attendance record in May recorded 35 schools. The forum is used to share best practice, inform on service developments, regulations and to contribute to work force development. Each sessions follows an agenda that has covered training in the following areas:

- a) Safeguarding and CME protocols
- b) The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- c) Service approach to reducing persistent absences using work book
- d) Revised court process for prosecutions and Penalty Notices

The network provides attendance professionals with the opportunity to raise concerns, challenge practice and establish a uniform way of working in Lewisham. Handouts and guidance documents are usually provided. In July the meeting will introduce group supervision for stuck or challenging cases in order to draw on the collective experience and knowledge of attendees.

7.5 **Register / attendance audits – all schools**

A new system has been introduced in Autumn to ensure that schools were complying with legal requirements and statutory advice on keeping admission registers and the attendance register. Under Regulations 10 and 11 of The Education (Pupil Registration) (England) Regulations 2006 (amended) 2010, the local authority are required to inspect pupil registers in maintained schools.

The purpose of a Register Inspection is to ensure that the school is fully complying with the legal requirements and statutory advice relating to the keeping of both the admissions register and the attendance register.

Therefore, whilst the inspections are not compulsory for academies, they were encouraged to participate as we believe that this process is a helpful one, with the local authority acting in a supportive capacity to provide any necessary guidance to ensure that the relevant systems and structures around pupil registration are in place in every Lewisham school.

All academies have agreed to participate.

In the Spring term the focus was on secondary schools and the two most used alternative provisions, New Woodlands and Abbey Manor. The summer term the Attendance Team will carry out the register audits in all Lewisham primary schools.

7.6 **Changes to the previous Register Audit process**

7.6.1 **Format:** to allow for easier statistical analysis all of the questions were reformatted to require yes/no responses. This was then able to provide accurate information about each individual school's performance

7.6.2 **Content:** safeguarding reviews had highlighted areas where it was recognised that greater scrutiny was required e.g. on and off-rolling of students, informal exclusions, the monitoring of attendance and overall support for children at off-site provision and persistently absent students. In order to ensure that appropriate evidence could be gathered on these areas, case study exemplars were incorporated into the audit for the following:

- Elective Home Education cases
- Looked after children
- Children at Alternative Provision
- Persistent Absentee cases

7.7 **Outcomes and findings for secondary schools**

In response to requests from Headteachers, schools receive results giving an overall percentage and then by the following breakdown:

Statutory	
------------------	--

Below 100%	Audit unsuccessful
Good Practice	
90 - 100%	Blue
75 - 89%	Green
65 - 74%	Amber
0 - 64%	Red
Best Practice	
80 - 100%	Blue
70 - 79%	Green
50 - 69%	Amber
0 - 49%	Red

Of all schools reviewed, only one school has achieved 100% score in all three of the above categories. The lowest performing school achieved 87% in the statutory category, with seven statutory items which needed to be addressed.

With the exception of the 1 school who achieved a 100% score, **all** remaining 15 schools/Alternative Provisions had statutory items that needed to be rectified.

7.8 **Key learning for secondary schools**

The audit has exposed a number of issues in schools about the monitoring of internal systems in place to support statutory requirements. Whilst schools appear to know the legal stipulations, through the random cases that we have reviewed, there is evidence that for whatever reason these processes do not always appear to have been followed.

Some codes are being used inconsistently by schools across the board as there is some confusion about when they should be used. The local authority action is to issue clear guidance about this.

There have been a number of instances where schools are off-rolling processes in a timely manner before receiving confirmation of their placement in another school or receiving from the parents in writing confirmation of home education.

All schools have been provided with reports detailing the points that need to be addressed and are required to respond in writing within two weeks to acknowledge the statutory items which are raised and confirm how these will be addressed. The statutory items will be followed up in the summer term.

All schools are aware that the Register Audit report should be shared with Governing Bodies that should sign off any subsequent action plan if one is required.

7.9 **Feedback from schools**

All schools have been asked to complete Survey Monkeys giving feedback on the process and their overall experience and any input will be used to improve the primary audits scheduled for this term.

Schools overwhelmingly felt the audit was a useful process and that the quality of the visit and follow up advice/information received was either high/very high, with 91.7% of the 12 schools who responded feeding this back:

The audit was useful and the officers carrying it out were supportive and informative whilst remaining professional. Areas highlighted will be addressed and we felt like the process was conducted very well

4/27/2017 2:56 PM [View respondent's answers](#)

The audit process is an invaluable way of finding out our strengths and weaknesses. It was a very useful experience.

4/27/2017 9:30 AM [View respondent's answers](#)

A really professional and useful visit. Clearly supportive.

4/27/2017 8:03 AM [View respondent's answers](#)

I was very happy with the review outcome - it is very reassuring to know that as a school we are doing so much to such a high standard. However I think 100% in all areas - otherwise deemed unsuccessful is a little demoralising. A score of 102 out of 111 in most other assessments would be far from unsuccessful. I think this is particularly true in the non statutory categories. Other than that a very positive exercise. Thank you

4/20/2017 9:04 AM [View respondent's answers](#)

Really useful practice and makes you look into the fine details which can sometimes be forgotten in weekly monitoring

4/20/2017 8:05 AM [View respondent's answers](#)

7.10 Children Missing Education (CME)

The Attendance Welfare and Inclusion Service is responsible for the local authority's statutory work in relation to Children Missing Education. Meeting legislative guidance, the team has systems to enable us to establish the identities of children of statutory school age in our borough, as far as it is possible to do so, who are not registered pupils at a school, and are not receiving "suitable education" otherwise than at a school.

7.10.1 The Department for Education (DfE) defines CME as:

"a child of compulsory school age who is not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)".

7.10.2 The Team reviewed how to deliver on this very important aspect of safeguarding all Lewisham children. This includes whole team investigation by allocation and a 10 step check culminating in verification from Immigration and Border Control. No referral for "Missing Child" in this context is ever closed and is periodically referred to the Lewisham MET Missing Persons and Child Sexual Exploitation meeting.

7.10.3 Lewisham CME Headlines (data collected locally)

- Referrals 14/15 – 422.
- Referrals 15/16 – 442.
- Referrals 285 (September 2016– end of April 2017).

Referrals actively worked on by the new CME named Officer and the five Attendance and Welfare Officers in the service.

There has also been a number of other referrals that have been stepped-down from CME to non-attendance matters.

7.10.4 CME referrals 2016/17 include:

Male	Female
161 / 285 (57%)	124 / 285 (43%)

Ethnicity	
Not Known	133
Black African	30
White British	26
White other	21
Black Caribbean	15
Mixed White British / Caribbean	13
Black other	10
Other	37

Referrers	
Lewisham Schools	211
Other local authorities / schools	49
NHS	12
Lewisham Admissions	7
Lewisham Children's Services	3
Not Known	3

The age of which a CME is referred is highest in Years 1 (34) and 2 (28). But lowest in Y6 (13) and Y11 (18). The Year 6 factor might be due to the secondary transition and for Y11 GCSE's.

Of the 285 referred cases 57 of them are still considered open. However of the 57 case 25 are classified as stagnated or moved abroad. Then an investigation has stagnated the CME Officer will complete the above checklist and upload to the National Missing Pupil's database.

From the 57 open case, and 25 stagnated, these leaves 32 open.

7.11 What is happening in 2016/17 to improve attendance in Lewisham

- **Termly Primary and Secondary Network Leads Meetings:** take place every half term
- **Secondary Register Audits:** now completed, Primary register audits underway.
- **Children at Risk list:** has been established to take multi agency approach to the most challenging cases.
- **The Attendance Workbook:** Following reduced staffing capacity as a result of restructure the service response has been the introduction of a systemic and targeted approach to reducing persistent absences. Consequently, the Team has launched the "Workbook" with the buy in schools to identify persistent absentees, invite parents to panel meetings and agree actions to improve attendance. Following the identification of persistent absentees by year group, the process views proportionality in terms of which year group contributes most to whole school persistent absence figures. Parents are then invited to attend a panel with the allocated Attendance Officer. Actions are agreed and attendance is monitored for a period of six weeks. Parents are warned that if attendance is not sustained

prosecution will follow. In one Primary school a pupil with historic irregular attendance of around 81%, has following a panel sustained 100% attendance over a six week period. At Sydenham School, out of 57 referrals for panel meetings, 45 or 79% pupils recorded improvement in the week immediately after the panel. 12 or 21% showed no improvement and if this persists, court action will follow.

- The **Safeguarding in Education Coordinator** is now appointed to ensure that the local authority's obligations regarding safeguarding in education and alternative provision settings are being fulfilled and risk is reduced.
- **Penalty Notices:** the local authority has issued 75 Penalty Notices to parents for irregular school attendance since September 2016. To date only 57 have been paid as the local authority cannot prosecute for non-payment but for the offence of failure to ensure regular school attendance. However, local authority has issued court warning letters and identified those that meet the criteria for prosecution. There are currently two cases in court, one of which had previously failed to pay the penalty notice and attendance had not improved. The local authority is reviewing the efficacy of penalty notices and the impact it has on improving attendance.
- **Child Employment:** Since 1st September 2016 to date the local authority has processed 93 Chaperone, 197 child employment licences and 11 work permits. While safeguarding children underpins this area of work, it has provided opportunities for Lewisham children to experience the work environment and to develop soft skills like confidence, self-esteem and in some instances parents have alluded to benefits to their learning and development. The local authority is however mindful to ensure that these performances do not adversely affect school attendance. This service ensures 100% with statutory timeframes.
- In tandem with CME the local authority has developed processes to capture and record pupils taken off roll under the current 15 point criteria specified by The Education (Pupil Registration) (England) Regulations 2006 as amended in 2016. The Team is making contact with parents to ascertain current school status and to offer support with school admissions where required. The service will be providing further guidance to schools through the Schools Attendance Networking Group on 6th July 2017.
- There are closer links with the Lewisham MET Operational (Missing, Exploited and Trafficking) Group to ensure best practice around information sharing for our most vulnerable children and young people.
- A strategic review of Lewisham's 'Parent Support' groups has been commissioned to ensure more effective support and early help for children and young people who have poor attendance.

8. Exclusions (fixed and permanent) and reintegration

8.1 What are exclusions? The definitions

There are two types of exclusion – fixed period (suspended) and permanent (expelled). Lewisham schools are responsible for providing high-quality education provision for all children on their roll. Where it is necessary to exclude a child or young person for a fixed period, schools should set and benchmark work for the first five school days.

A fixed period exclusion is where a child or young person is temporarily removed from school. If the exclusion is longer than five school days, the school is responsible for arranging full-time education from the sixth school day onwards. The child can only be removed for up to 45 school days in one academic year.

Schools also have the authority to direct children and young people to off-site provisions for reasons of behaviour, or to provide alternative education to meet specific needs. The placement must be kept under evaluation and involve parents/carers and the children and young people in the assessment of his/her educational needs.

8.2 Fixed term exclusions and how does Lewisham compare?

- Lewisham overall fixed term exclusions at **3.72%** were worse than our statistical neighbours (**3.55%**), London (**2.9% and rank at 28**) and England averages (**3.5%**) for 2014/15.
- In particular secondary fixed term exclusions were at **7.9%** for 2014/15, which were worse than our statistical neighbours (**7.45%**), London (**5.94% and rank at 28**) and England averages (**6.2%**).
- The primary fixed term exclusions have declined and were at **0.91%** better than our statistical neighbours (**0.97%**) and England averages (**1.02%**), **but below** London (**0.68% and rank at 26**) for 2014/15. **(See Appendix 4: Tables G,H & I).**

8.3 Permanent Exclusions and how does Lewisham compare?

Permanent exclusion means that a pupil is expelled. The local authority is responsible for arranging suitable full-time education for all permanently excluded pupils. This means that the local authority must arrange full-time education from the sixth school day onwards. In Lewisham Abbey Manor College generally provides an alternative education for children and young people who are permanently excluded.

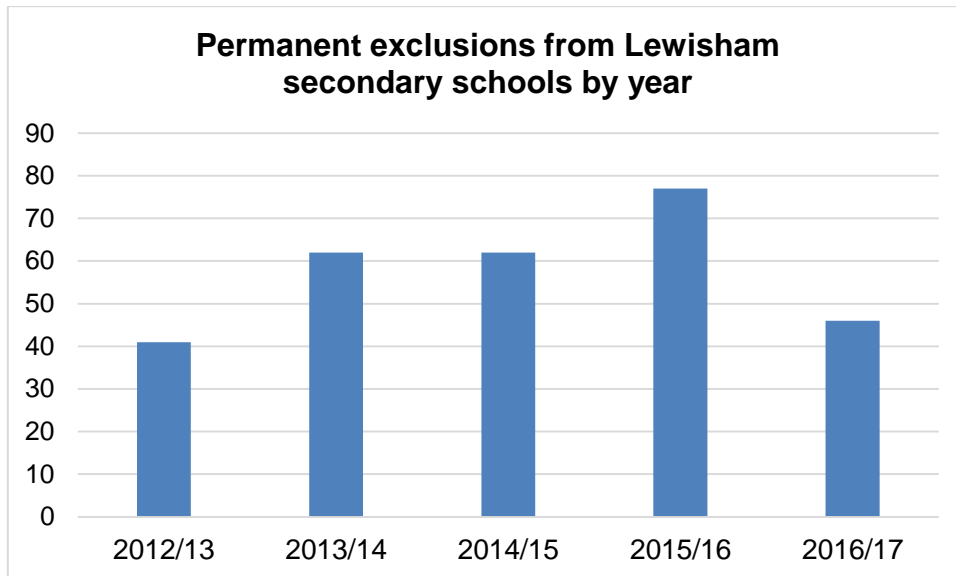
8.4 Lewisham overall permanent exclusions

- At **0.13%** were worse than our statistical neighbours (**0.07%**), London (**0.07%**) and England averages (**0.06%**) for 2014/15.
- Primary permanent exclusions have remained at 0% since 2008.
- However secondary permanent exclusions were at **0.38%**, which were worse than our statistical neighbours (**0.16%**), London (**0.15%**) and England averages (**0.13%**) for 2014/15. **(See Appendix 4: Tables J,K & L).**

8.5 Locally collected data

During the school academic year **2015/16** 77 pupils were excluded from Lewisham schools. This year up to the end of May 2017 there have been **46** permanent exclusions, **31 or 40%** less than 2015/16. There have been **14** permanent exclusions from out of borough secondary schools in 2016/17 with the highest borough being Southwark (with four schools). **Four** of the children and young people who were permanently excluded have SEN support but **none** of them have an EHCP or statements of SEN. 13 of the children and young people are FSM (or non known).

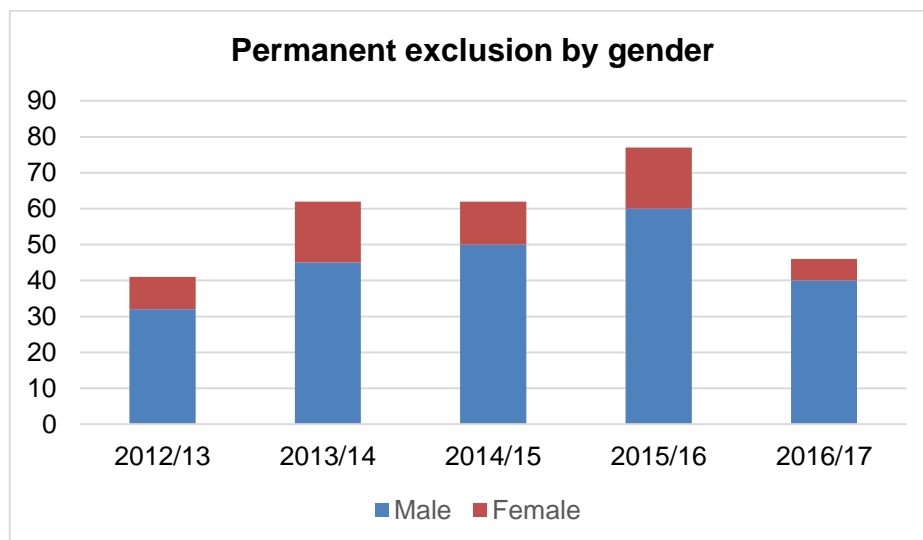
PEX 2012/13	PEX 2013/14	PEX 2014/15	PEX 2015/16	PEX 2016/17
41	62	62	77	46



8.6 Exclusions by gender

Generally more boys are excluded than girls, this is consistent through the previous years.

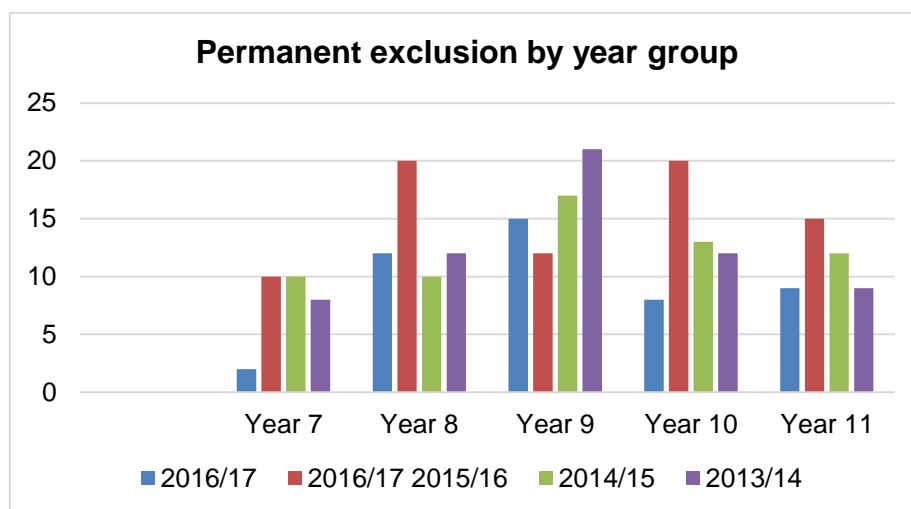
Gender	2012/13	2013/14	2014/15	2015/16	2016/17
Male	32	45	50	60	40
Female	9	17	12	17	6
Total	41	62	62	77	46



8.7 Exclusion by year group

Most of the permanent exclusions for 2016/17 came from Year 9 pupils and this seems to be consistent with previous years.

Year group	2016/17	2015/16	2014/15	2013/14
Year 7	2	10	10	8
Year 8	12	20	10	12
Year 9	15	12	17	21
Year 10	8	20	13	12
Year 11	9	15	12	9
Total	46	77	62	62

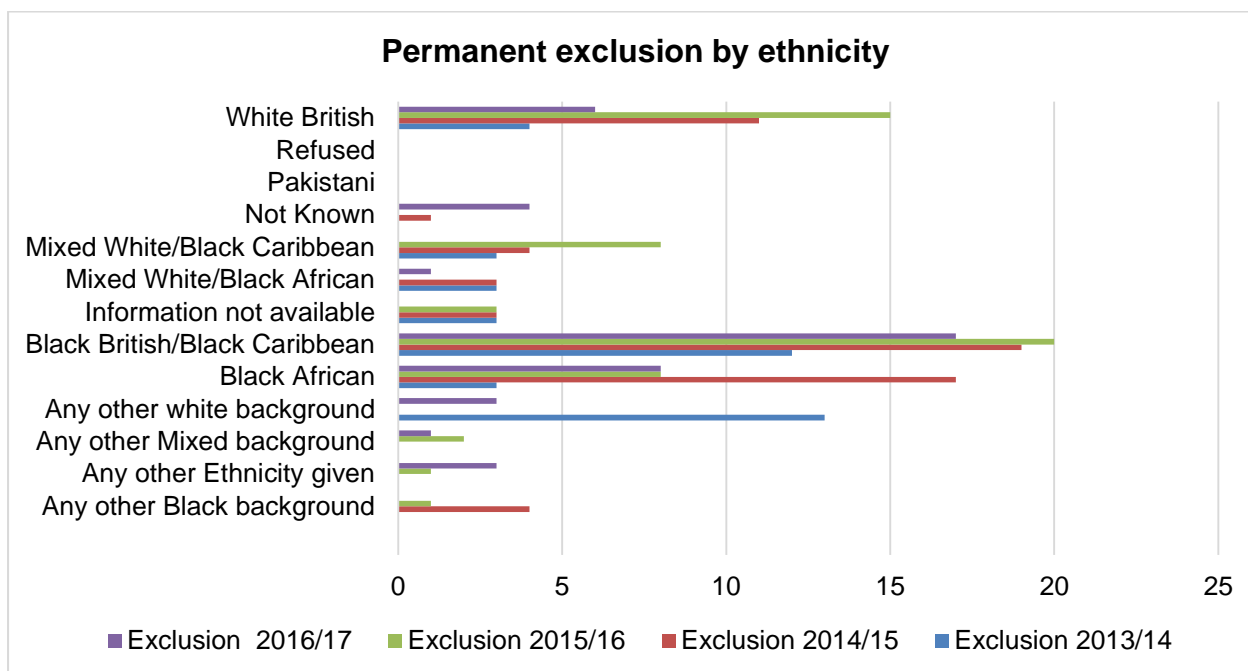


8.8 Exclusion by ethnicity

The majority of exclusions affect Black British/Black Caribbean pupils, Black African. There is an increase in the number of White British pupils excluded last academic year compared with previous years.

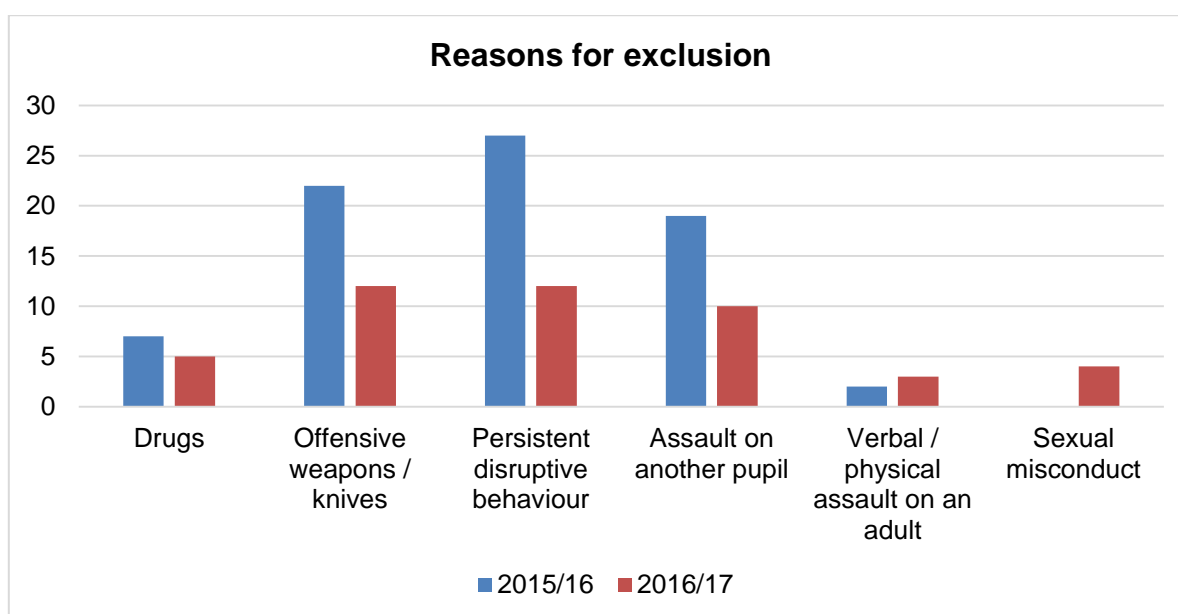
Ethnicity	Exclusion 2013/14	Exclusion 2014/15	Exclusion 2015/16	Exclusion 2016/17
Any other Black background	0	4	1	0
Any other Ethnicity given	0	0	1	3
Any other Mixed background	0	0	2	1
Any other white background	13	0	0	3
Black African	3	17	8	8
Black British/Black Caribbean	12	19	20	17
Information not available	3	3	3	0
Mixed White/Black African	3	3		1
Mixed White/Black Caribbean	3	4	8	0
Not Known	0	1	0	4
Pakistani	0	0	0	0

Refused	0	0	0	
White British	4	11	15	6



8.9 Exclusion reasons

Reason	2015/16	2016/17
Drugs	7	5
Offensive weapons / knives	22	12
Persistent disruptive behaviour	27	12
Assault on another pupil	19	10
Verbal / physical assault on an adult	2	3
Sexual misconduct	0	4



The main reasons for exclusion continues to be is “**Persistent Disruptive Behaviour**” 12 but joint with offensive weapons / knives. Both have decreased since 2015/16.

Data from the London MET Police shows in the 12 months to March 2017 knife crime injury under 25 (non domestic) as:

Lewisham	87
Lambeth	134
Southwark	125
Croydon	104
Greenwich	75
Newham	99
Hackney	93
Haringey	92

This is worse for Lewisham, compared to 75 the year before, but there is an increase across the whole of London. This should be compared to the offensive weapons / knives permanent exclusions in Lewisham schools for 2016/17 figures which are better.

8.10 **Children Looked After (CLA) and low rates of exclusions**

The term 'Looked After' was introduced by the Children Act 1989 and refers to children and young people:

- under the age of 18
- who live apart from their parents or family
- who are supervised by a social worker from the local council children’s services department.

8.11 Presently, there are just under 460 Children Looked After registered with the Lewisham Virtual School. In order to support these Children Looked After, a Virtual School (VS) model has been adopted by Lewisham. The Virtual School is an organisational tool to enable effective coordination of educational services for Children Looked After at a strategic and operational level. The Virtual School does not exist in real terms as a building, and children do not attend; they remain the responsibility of the school at which they are enrolled. The Virtual School in Lewisham is specifically geared up to avoid exclusions. Welfare contacts every school that has a Children Looked After on roll every day. The Virtual School also contacts Alternative Provision where appropriate. The ‘Welfare Call’ data is managed in real time by a specialist attendance officer.

8.12 The following information relating to exclusion rates places Children Looked After and the Virtual School in a very favourable position:

- Educated in Alternative Provision – 1.7%
- Temporary exclusions – 29 pupils: a total of 121 days
- Permanent exclusions – 0%
- Children missing in education – 1

This low exclusion rate has been achieved by the Virtual School ensuring that the local authority is immediately aware of any fixed-term exclusion. The local authority is then able to instantly intervene and support the school in managing the behaviour and thus avoid further permanent exclusions. This support may include accessing immediate or temporary Alternative Provision where appropriate of day one after a six day fixed term exclusion.

This is a further drop in exclusions and the lowest ever children and young people in Alternative Provision. Alternative Provision is provided for children and young people who are on roll at a school but attend some form of off-site provision. It does not apply to children and young people at PRUs or specialist provisions.

8.13 **What has been done to decrease the number of permanent exclusions?**

- Schools are aware and take responsibility for reducing exclusions.
- Targets set as part of the Lewisham Secondary Challenge and more collaborative approach across Lewisham secondary schools to reduce exclusions.
- The implementation of the revised Fair Access and Managed Moves Protocols allows schools to consider alternative options for reducing exclusions.
- Safeguarding in Education Coordinator now in post.
- Fair Access, Elective Home Education and Alternative Team Manager now in post.
- The introduction of the 'Children at Risk' Group that reviews weekly the progress of children who are at risk of exclusion or out of school to ensure they have an appropriate education.
- The revised Offensive Weapons Strategy includes collaboration with the Police and the Youth Offending Service in relation to prevention of permanent exclusions.
- Reviewed best practice in other local authorities.
- There is an improved system where permanently excluded children and young people are referred to the local authority in the first instance (Inclusion & Reintegration Officer). Each case is looked at on an individual basis to ascertain the following:
 - a) Current academic levels, potential GCSEs or other qualifications.
 - b) Risks in terms of reason for exclusion.
 - c) Any risk posed to the children and young people attending Abbey Manor College or other provision in the borough.
 - d) Links with the Youth Offenders Service (YOS).
 - e) Links to other services such as Children Social Care (CSC).
 - f) These case-by-case assessments are carried out via weekly meetings. Each case is looked at and a decision is made regarding where the child should continue his/her education.
- There is an increase the range of high quality alternative provision for children and young people at risk of exclusion.

- Abbey Manor College, which has always taken KS3 permanent exclusions and has recently established a short term intervention programme for this key stage when New Woodlands ceased to offer this service at the end of the Spring Term.

9. Reintegration update on key action: Increase the number of children and young people who are re-integrated back in to Lewisham Schools.

9.1 Through the revised Fair Access Protocols a new system of reintegration has been introduced to track excluded children and young people who are ready for reintegration.

In 2015/16 the reintegration rate of pupils at New Woodlands was minimal. Abbey Manor College had improved its reintegration process, meaning more children and young people who are excluded from secondary schools had greater chance of reintegration – these reintegrations were referred back to Fair Access Panel.

Since June 2016 the number of children and young people who have been reintegrated into Lewisham schools is:

9.2 **Primary:** Nine children were reintegrated from New Woodlands School (NW)

Year 3	Year 4	Year 5	Year 6
1	1	2	5

9.3 **Secondary:** 17 children and young people were integrated from New Woodlands School, Abbey Manor College (AMC) and other Alternative Provision

Year 7	Year 8	Year 9	Year 10
AMC – 1 NW - 1	AMC – 2 NW – 1 Other - 1	AMC – 7 NW – 1 Other – 1	AMC – 1 NW - 1

10. Lewisham Medical Programme

- 10.1 Local authorities must arrange suitable full-time education (or as much education as the child’s health condition allows) for children of compulsory school age who, because of illness, would otherwise not receive suitable education.
- 10.2 Local authorities should provide such education as soon as it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative. The education children receive is of good quality, as defined in the statutory guidance *Alternative Provision (2013)*, allows them to take appropriate qualifications, prevents them from slipping behind their peers in school and allows them to reintegrate successfully back into school as soon as possible.
- 10.3 Lewisham, like many local authorities nationally, is experiencing a growing demand for support/tuition for children and young people with mental health issues. This means the current Medical Programme was unable to cope with the demand on the service which includes the inability to provide for the growing numbers, range and

severity of mental health disorders and provide a successful education programme that meets needs and support reintegration.

This could include arranging:

- home teaching
- a hospital school or teaching service
- a combination of home and hospital teaching

The local authority must make sure a child or young person continues to get a full time education - unless part time is better for their health needs.

Lewisham currently commissions Abbey Manor College to support all children and young people who cannot attend school due to health needs. The current arrangements have operated for a number of years. The overall aim of the Medical Programme was to offer a broad and balanced curriculum. All learners on entry receive an initial assessment and an Individual Learning Plan (ILP).

Referrals to the Medical Programme for children and young people diagnosed with medical issues come through the Fair Access Panel. The local authority need to reconsider how it manages and refers children and young people to the Medical Programme. Lewisham, like many local authorities nationally, is experiencing a growing demand for support/tuition for children and young people with mental health issues. This means the current Medical Programme is unable to cope with the demand on the service which includes the inability to provide for the growing numbers, range and severity of mental health disorders and provide a successful education programme that meets needs and support reintegration.

The Hospital School is provided and managed by Abbey Manor College and is located in University Hospital Lewisham. It is a small well-appointed and resourced multi-purpose classroom with sufficient facilities to accommodate a small group of learners (maximum of 8–12). The referrals and admissions come from the ward on a daily basis. At the time of the Alternative Provision Review, there were currently six learners at the hospital school, five of whom were learners of between primary and secondary school age and one learner post-16. On average, the provision caters for 17–20 learners per term. Learners are Lewisham residents either educated inside or outside of the borough. They remain on the school roll and generally attend the provision for between one day and two weeks.

10.4 **Proposal for change**

From September 2017 the Medical Programme and Hospital School is managed by the Lewisham Virtual School. Funding would be provided from High Needs Block to maintain this service:

- Ensure that there are qualified tutors to provide tuition to the growing number of children and young people who are eligible for the medical programme.
- To cater for growing demand through an online learning tool.

This service will meet the needs of Lewisham's most vulnerable children and young people who are unable to access mainstream education:

- Medical Programme needs
- Mental Health Needs

- Children Looked After
- School refusers
- Children at risk

Lewisham Virtual School has a well-developed, multi-agency service that has been recognised by a range of agencies, including OFSTED as being well-placed to meet the needs of vulnerable learners. Given the intrinsic vulnerabilities of the cohort served by The Medical Programme it was decided that it would be best managed within Lewisham Virtual School.

11. Financial implications

11.1 There are no direct financial implications arising from this report.

11.2 In 2016/17 the Attendance and Welfare budget (£365k) was met from the Education Services Grant. The grant has now been cut apart for the element that related to the statutory services operated by the Council. The later has been transferred to the Dedicated Schools Grant. It is from this transferred sum that the Attendance and Welfare budget is now met.

11.3 In addition the Attendance and Welfare service offers non-statutory services to schools.
The income for 2017/18 is expected to be £186K.

11.4 Currently the total budget for 2017/28 is £551k.

11.5 In February 2013 the revenue budget savings 2013-16 agreed a saving of £200k from an Attendance and Welfare budget in 2013/14 (from £1.1m). Much of this and further funding reductions were transferred to other services or back to schools. The Attendance and Welfare team in 2017/18 deliver the same service but with a 50% reduction in funding.

12. Legal implications

12.1 There are no specific legal implications arising as a result of this report. A summary of all relevant legislation is included at Appendix 1 and 2.

13. Crime and Disorder Implications

13.1 There are no crime and disorder implications.

14. Environmental Implication

14.1 There are no environmental implications.

15. Equalities Implication

15.1 There are no direct equality implications arising from this report. The proposals and initiatives set out in this report are intended to eliminate unlawful discrimination and

harassment, promote equality of opportunity and good relations between different groups in the community and to recognise and to take account of people's differences.

For further information please contact Ruth Griffiths, Service Manager – Access, Inclusion and Participation on 020 8314 3499.

17. **Appendix 1: Legislation in relation to school attendance**

These requirements are contained in:

- The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5)
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013

Education Act 1996 - Parental Duty (S.7): *“The parent of every child of compulsory school age³ shall cause him to receive efficient full-time education suitable to his age, ability and aptitude, and any special educational needs he may have, either by regular attendance at school or otherwise. If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his parent is guilty of an offence. The term ‘parent’ includes those who have parental responsibility for, or care of, a child.”*

Under Section 576 - Parents/Carers: The term parent refers to either one/both parents or the child’s carer. **S.576** defines parent to include:

- All natural parents whether they are married or not.
- Any person who although not a natural parent has parental responsibility for a child or young person.
- Any person whom although not a natural parent ‘has care’ of a child or young person.

Under section 444 - prosecution for irregular Attendance: If a pupil fails to attend school regularly, the local authority can prosecute a parent unless the parent can prove that one of the statutory defences apply.

Under sections 437- 443 - School Attendance Order: The local authority must serve a School Attendance Order on the parent of a child who fails to prove the child is receiving suitable education where the local authority believes that the child should attend school. Failure to comply with a School Attendance Order is an offence unless the parent can prove that the child is receiving suitable education outside of school.

Children Act 1989 - Education Supervision Order (Section 36): An Education Supervision Order makes the local authority responsible for educating a child of compulsory school age. Local authorities may apply for an Education Supervision Order instead of, or as well as, prosecuting parents for poor attendance.

Education (Pupil Registration) Regulations 2006: These regulations govern the creation and administration of the admission and attendance registers. They contain details relating to:

- Putting pupils on the admission and attendance register on the expected/agreed date the pupil should start.
- The information that must be obtained and recorded about a pupil and their parents/carers.

³ Compulsory school age is defined as the start of the term commencing on or after a child’s fifth birthday, until the last Friday in June in the school year that they reach their sixteenth birthday.

- When schools should take the register and recording of absence/attendance.
- The criteria that permits a school to remove a registered pupil from their roll.
- The circumstances in which a school must notify the local authority of nonattendance or the removal of a pupil from roll.
- The preservation of registers.

Under the Education and Inspections Act 2008 (Sections 103, 104 and 105):

Any parent of any pupil found in a public place whilst excluded from school in the first 5 days of any exclusion may be issued with a Penalty Notice or be prosecuted. The Lewisham Council Code of Conduct on the issuing of Penalty Notices sets out the arrangements for implementing this in Lewisham.

Under the Anti-Social Behaviour Act 2003: Section 19 relates to the making of Parenting Contracts for **exclusion from school** or **poor attendance**. Section 20 refers to the use of Parenting Orders in relation to exclusion from school or poor attendance. Section 23 refers to the use of Penalty Notices for poor attendance (see Lewisham’s Penalty Notice Code of Conduct (Attendance)).

Under Children and Young Persons Act 1993: This deals with child employment and child health and safety. Any employer of a child of compulsory school age must ensure that they have a work permit which legally entitles them to work. An employer may be prosecuted for employing children and young people illegally (see Lewisham’s Child Employment details etc).

Under the Children (Performance) Regulations 1968 and Child and Young

Person’s Act 1963: The licensing for children employed in entertainment and the licensing of Chaperones. All children from birth until they cease to be of compulsory school age must be licensed to performance. The law states the hours children may work and when they may do this.

Government Guidance: The recently issued by the Department for Education (DfE) revised statutory guidance on School Attendance Departmental advice for maintained schools, academies, independent schools and local authorities. October 2014 gives education providers clear guidance about their responsibility in regards to school attendance. It says:

“pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.

The government expects:

- *Schools and local authorities to:*
- *Promote good attendance and reduce absence, including persistent absence;*
- *Ensure every pupil has access to full-time education to which they are entitled;*
and,
- *act early to address patterns of absence.*
- *Parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.*
- *All pupils to be punctual to their lessons”*

“If a child of compulsory school age fails to attend regularly at a school at which they are registered or at a place where alternative provision is provided for them the parents may be guilty of an offence and can be prosecuted by the local authority.

Only Local authorities can prosecute parents and they must fund all associated costs. Local authorities should consider the Attorney General's Guidelines for Crown Prosecutors in all prosecution cases.

Local authorities must conduct all investigations in accordance with the Police and Criminal Evidence (PACE) Act 1984....."⁴

Appendix 2: Legislation in relation to exclusions (fixed and permanent)

The principal legislation for exclusions is:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Only the headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.

All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after exclusion.

Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the

⁴ Advice on School Attendance, Department for Education, March 2013, p17

panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.

Appendix 3:

Table A:

Total absence from Primary Schools - authorised and unauthorised - (inc State funded Schools only from 2011)

Local Authority, Region and England	2008	2009	2010	2011	2012	2013	2014	2015	2016	-	Change from previous year
209 Lewisham	5.34	5.28	5.04	4.80	4.20	4.10	3.70	3.90	3.90	-	0.00
986 London Statistical Neighbourhoods	5.66	5.52	5.36	5.10	4.30	4.50	3.90	4.10	4.10	-	0.00
970 England	5.86	5.63	5.42	5.22	4.40	4.49	3.96	4.08	4.05	-	-0.03
	5.26	5.30	5.21	5.00	4.40	4.70	3.90	4.00	4.00	-	0.00

					Quartile bands				
		Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including
209	Lewisham	↔	0.00	38	A	3.90	4.00	4.20	4.70

Total absence from Primary Schools - authorised and unauthorised - (inc State funded Schools only from 2011)

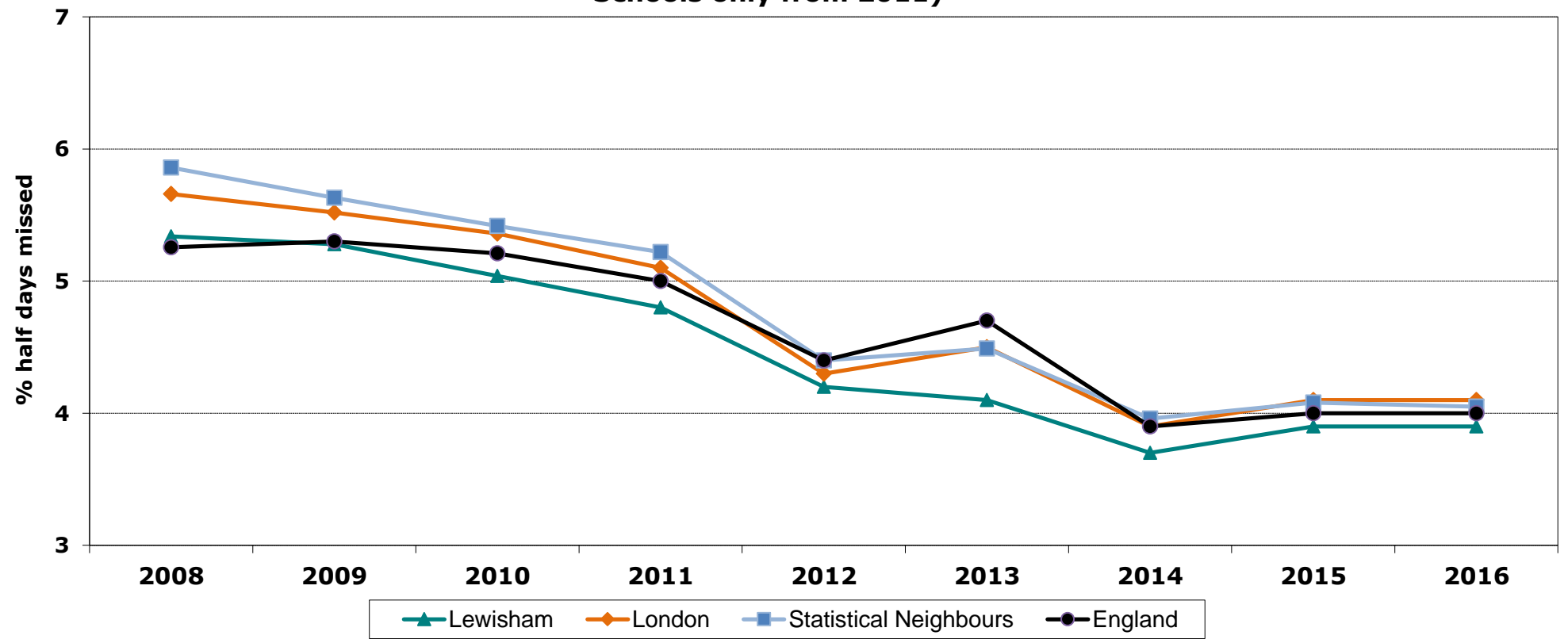


Table B:

Total absence from Secondary Schools - authorised and unauthorised (inc. State Funded Schools only from 2010)

Local Authority, Region and England		2008	2009	2010	2011	2012	2013	2014	2015	2016	-	Change from previous year
209	Lewisham	7.70	7.49	6.78	6.50	5.50	5.30	5.00	5.30	5.20	-	-0.10
986	London	7.05	6.88	6.41	6.00	5.30	5.20	4.80	4.90	4.90	-	0.00
	Statistical Neighbours	7.28	7.11	6.57	6.25	5.41	5.25	4.80	4.90	4.87	-	-0.03
970	England	7.33	7.21	6.88	6.50	5.90	5.90	5.20	5.30	5.20	-	-0.10

						Quartile bands			
		Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including
209	Lewisham	↓	-0.10	71	B	4.90	5.20	5.50	6.90

Total absence from Secondary Schools - authorised and unauthorised (inc. State Funded Schools only from 2010)

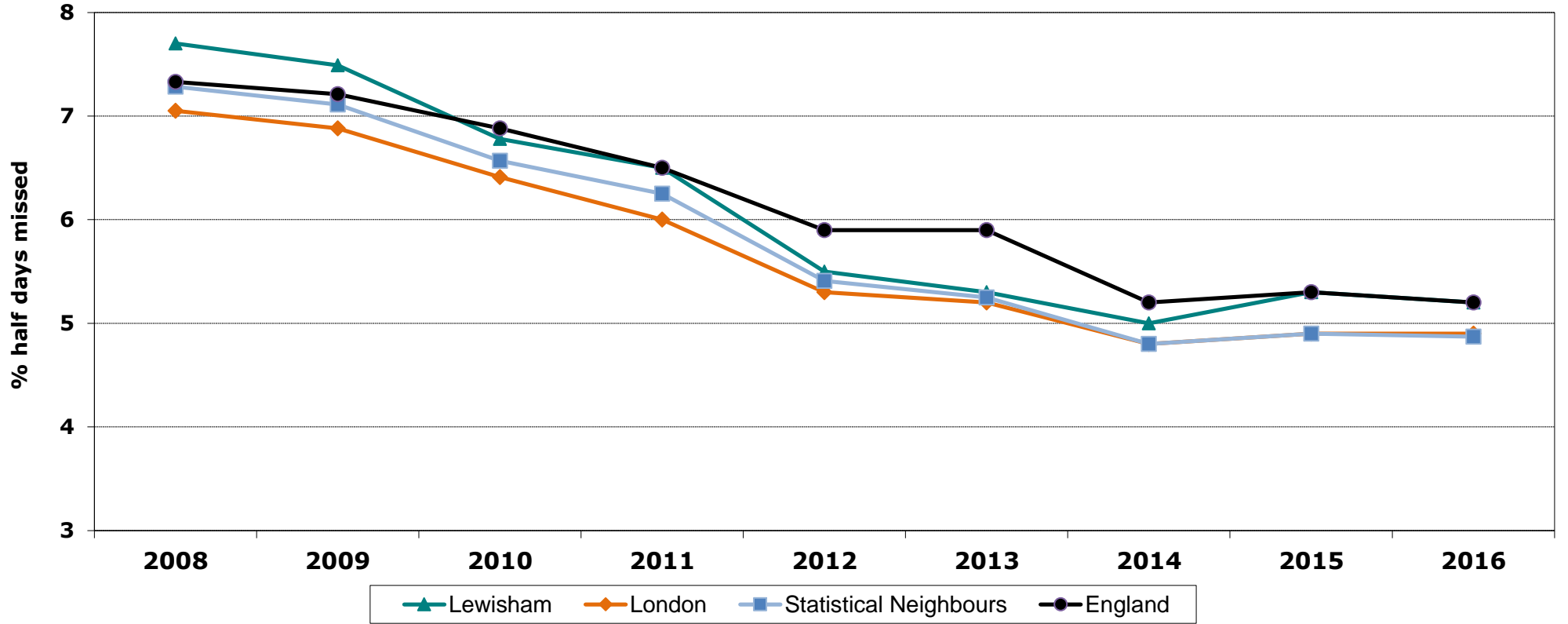


Table C:

Total School Absence - authorised and unauthorised

Local Authority, Region and England		2008	2009	2010	2011	2012	2013	2014	2015	2016	-	Change from previous year
209	Lewisham	6.14	6.05	5.73	5.60	4.80	4.70	4.20	4.50	4.50	-	0.00
986	London	6.24	6.09	5.77	5.60	4.80	4.80	4.30	4.50	4.50	-	0.00
	Statistical Neighbours	6.41	6.19	5.80	5.70	4.89	4.84	4.36	4.46	4.46	-	0.00
970	England	6.22	6.18	5.93	5.80	5.10	5.30	4.50	4.60	4.60	-	0.00

						Quartile bands			
		Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including
209	Lewisham	↔	0.00	53	B	4.40	4.60	4.80	5.50

Total School Absence - authorised and unauthorised

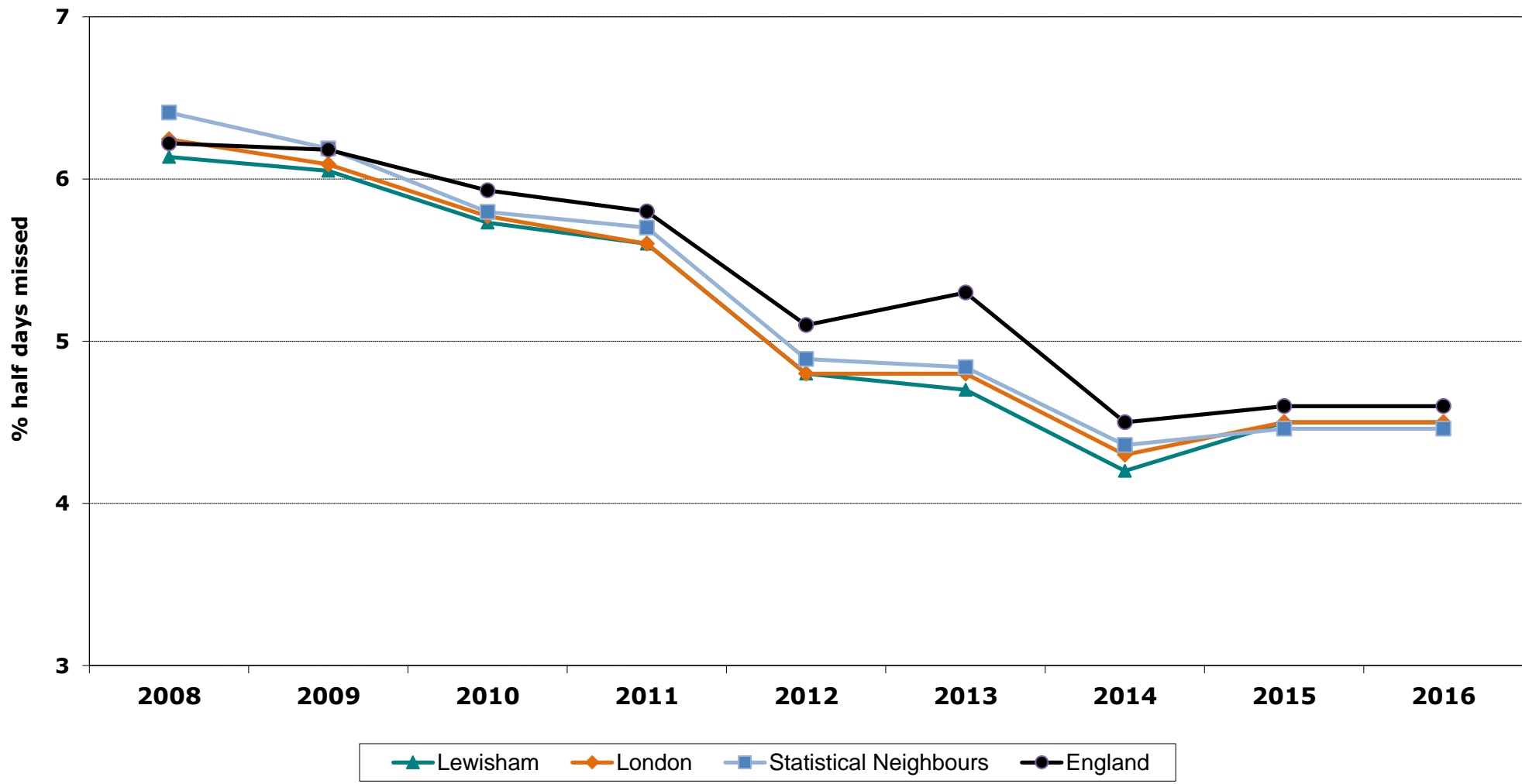


Table D:

State Funded Total persistent absence rates

Local Authority, Region and England		-	-	-	2011	2012	2013	2014	2015	2016*	-	Change from previous year
209	Lewisham	-	-	-	6.20	5.20	4.00	3.60	4.10	10.80	-	6.70
986	London	-	-	-	5.50	4.50	3.80	3.10	3.30	10.00	-	6.70
	Statistical Neighbours	-	-	-	6.02	4.71	3.98	3.15	3.40	10.19	-	6.79
970	England	-	-	-	6.10	5.20	4.60	3.60	3.70	10.50	-	6.80

* New definition

					Quartile bands				
		Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including
209	Lewisham	□	6.70	88	C	9.40	10.55	11.30	15.10

State Funded Total persistent absence rates

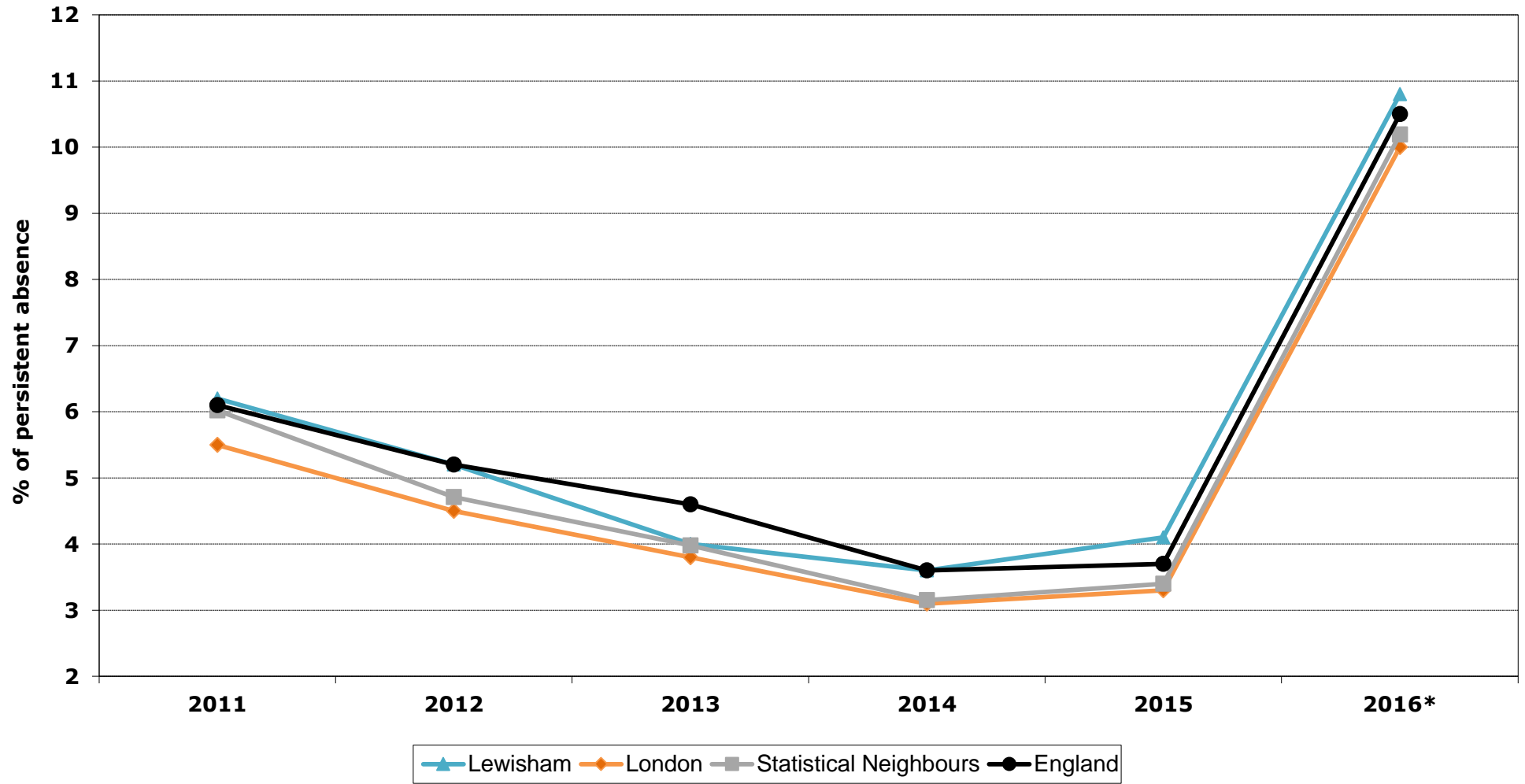


Table E:

State Funded Secondary persistent absence rates

Local Authority, Region and England	-	-	-	2011	2012	2013	2014	2015	2016*	-	Change from previous year
209 Lewisham	-	-	-	9.00	7.30	5.60	5.40	6.10	13.40	-	-
986 London	-	-	-	7.10	6.10	5.00	4.30	4.50	11.70	-	-
Statistical Neighbourhoods	-	-	-	7.90	6.33	5.30	4.27	4.62	11.80	-	-
970 England	-	-	-	8.40	7.40	6.50	5.30	5.40	13.10	-	-

* New Definition

Quartile bands

	Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including
209 Lewisham	□	-	82	C	11.75	13.20	14.10	21.30

State Funded Secondary persistent absence rates

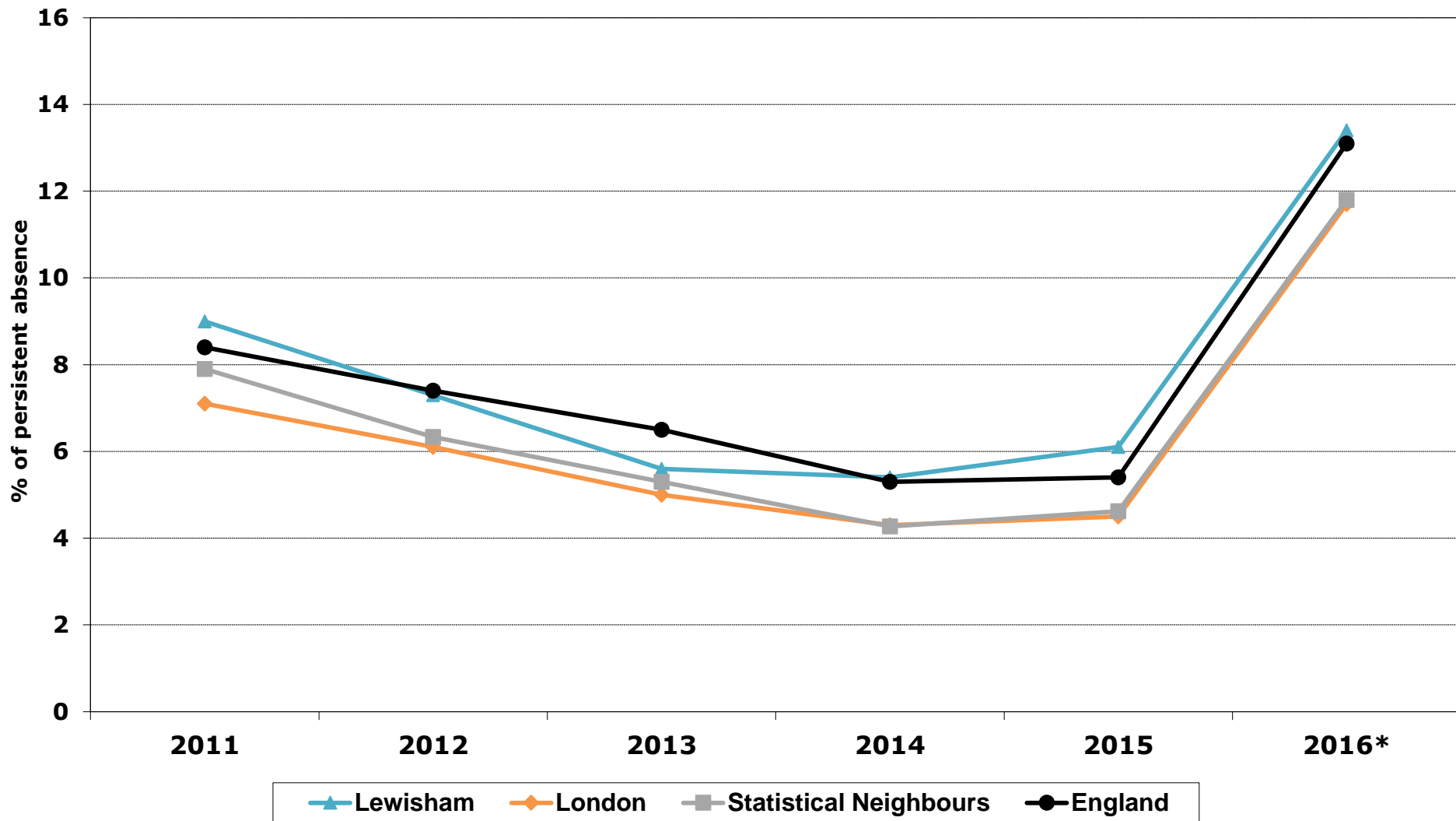


Table F:

State Funded Primary persistent absence rates

Local Authority, Region and England		-	-	-	2011	2012	2013	2014	2015	2016*	-	Change from previous year
209	Lewisham	-	-	-	3.70	3.30	2.50	2.10	2.50	8.80	-	6.30
986	London Statistical Neighbourhoods	-	-	-	4.00	3.00	2.60	2.00	2.20	8.60	-	6.40
970	England	-	-	-	4.41	3.31	2.87	2.13	2.34	8.75	-	6.41
		-	-	-	3.90	3.10	2.70	1.90	2.10	8.20	-	6.10

* New Definition

						Quartile bands			
		Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including
209	Lewisham	□	-	99	C	7.40	8.20	9.20	11.80

State Funded Primary persistent absence rates

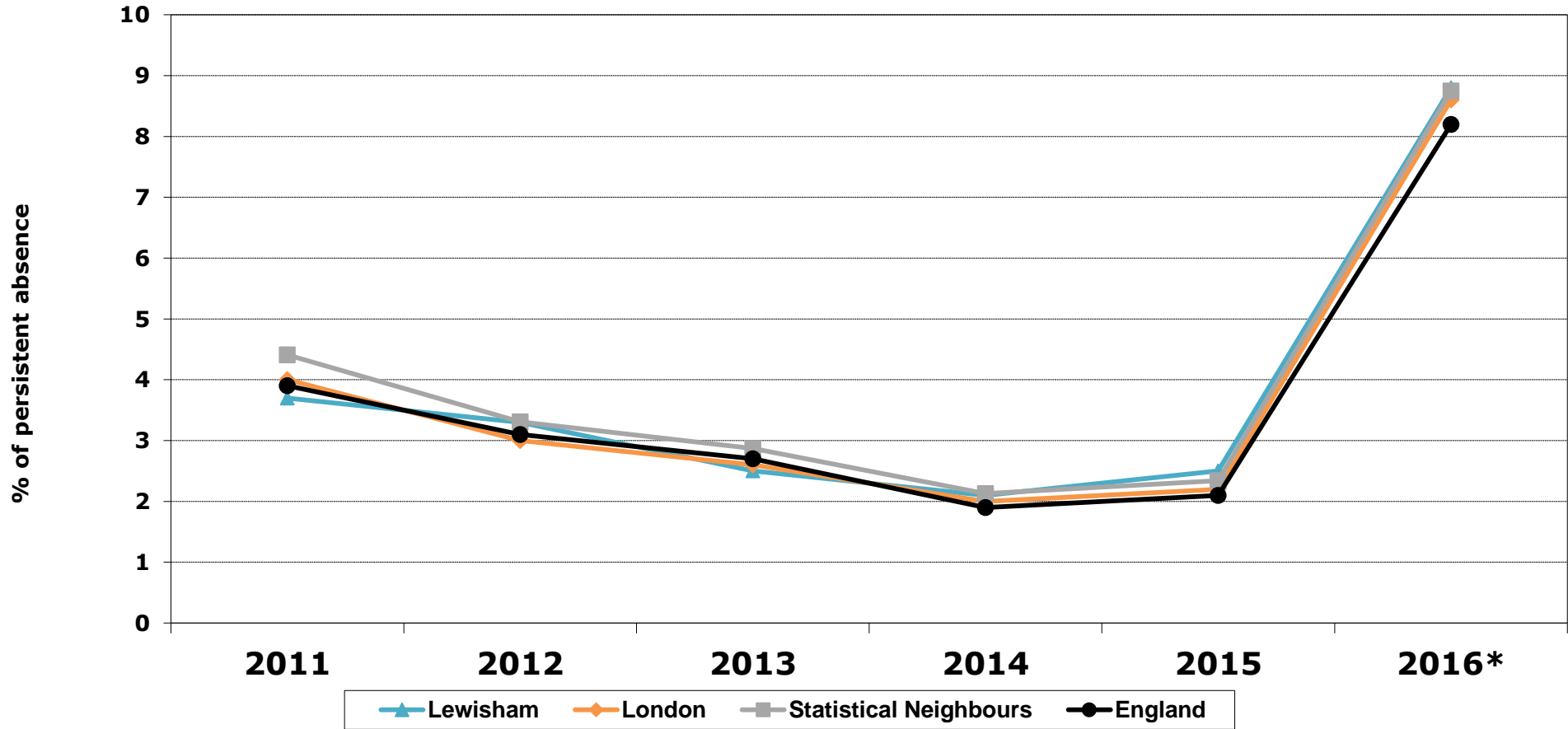


Table G:

	% Total Fixed term exclusions				
	2010/11	2011/12	2012/13	2013/14	2014/15
Lewisham	3.73	3.26	3.31	3.72	4.04
Stat. Neighbour	5.08	4.35	3.91	3.55	3.92
Stat. Neighbour Rank	1	1	3	8	7
London	4.02	3.57	3.13	2.91	3.28
London Rank	16	15	20	28	27
England	4.34	4.05	3.53	3.50	3.88
England Rank	58	42	71	101	102

Table H:

	% Secondary Fixed Period Exclusions				
	2010/11	2011/12	2012/13	2013/14	2014/15
Lewisham	8.27	6.85	7.07	7.90	8.12
Stat. Neighbour	11.30	9.62	8.49	7.45	8.07
Stat. Neighbour Rank	2	1	3	7	6
London	8.36	7.49	6.45	5.94	6.71
London Rank	16	14	19	28	25
England	8.40	7.85	6.75	6.62	7.51
England Rank	79	59	90	115	101

Table I:

	% Primary Fixed Period Exclusions				
	2010/11	2011/12	2012/13	2013/14	2014/15
Lewisham	0.90	1.07	1.06	0.91	0.84
Stat. Neighbour	1.11	0.95	0.90	0.97	1.21
Stat. Neighbour Rank	4	8	7	7	2
London	0.75	0.70	0.66	0.68	0.81
London Rank	21	28	28	26	18
England	0.91	0.90	0.88	1.02	1.10
England Rank	89	114	116	79	57

Table J:

	% Total Permanent Exclusions				
	2010/11	2011/12	2012/13	2013/14	2014/15
Lewisham	0.16	0.09	0.10	0.13	0.18
Stat. Neighbour	0.08	0.08	0.07	0.07	0.07-
Stat. Neighbour Rank	10	6	7	10	11
London	0.08	0.08	0.07	0.07	0.07
London Rank	22	18	19	20	32
England	0.07	0.07	0.06	0.06	0.07
England Rank	133	97	107	132	138

Table K:

	% Secondary Permanent Exclusions				
	2010/11	2011/12	2012/13	2013/14	2014/15
Lewisham	0.42	0.24	0.29	0.38	0.49
Stat. Neighbour	0.19	0.19	0.18	0.16	0.16
Stat. Neighbour Rank	10	7	10	10	11
London	0.17	0.17	0.16	0.15	0.17
London Rank	31	26	31	28	32
England	0.13	0.14	0.12	0.13	0.15
England Rank	130	117	129	131	138

Table L:

	% Primary Permanent Exclusions				
	2010/11	2011/12	2012/13	2013/14	2014/15
Lewisham	0.00	0.00	0.00	0.00	0.00
Stat. Neighbour	0.02	0.01	0.02	0.02	0.01
Stat. Neighbour Rank	-	1	1	1	1
London	0.01	0.01	0.01	0.01	0.01
London Rank	-	1	1	1	1
England	0.01	0.02	0.02	0.02	0.02
England Rank	-	1	1	1	1

Appendix 5: Absence terminology and factors

Differentiation of absence terminology

The national codes enable schools to record and monitor attendance and absence in a consistent way which complies with the regulations. The data helps schools, local authorities and the Government to gain a greater understanding of the level of, and the reasons for absence.

Authorised absence

The school has either given approval in advance for a pupil to be away as justification for absence:

- Leave of absence authorised by the school in exceptional circumstances.
- Excluded by not alternative provision made.
- Holiday authorised by the school (in exceptional circumstances and discretionary).
- Illness (not medical or dental appointments).
- Medical or dental appointments.
- Religious observance.
- Study leave.
- Gypsy, Roma and Traveller (travelling for occupational purposes).

Unauthorised absence

The school is not satisfied with the reasons given for the absence:

- Holiday not authorised by the school.
- Reason for absence not yet provided
- Absent from school without authorisation.
- Arrived in school after registration closed.

Factors affecting children and young people's attendance:

- At risk of harm and neglect and live in complex and chaotic homes
- Known to the Youth Justice System
- Moving in and out of the borough
- Families who actively seek to avoid contact with professionals
- Periods of homelessness or temporary housing
- Trafficked and/or exploited children
- Children who have experienced domestic abuse
- Children who are at risk of female genital mutilation
- Children with disabilities or medical conditions
- Children who are young carers
- Children who are at risk of forced marriage
- Children who are at risk of peer on peer abuse
- Children who are at risk of radicalisation
- Children who are bullied and victims of crime
- Children involved in the gang culture and antisocial behaviour and drug and substance misuse
- Children at risk of exclusion

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Children and Young People Select Committee			
Title	Select Committee work programme		
Contributor	Scrutiny Manager	Item	8
Class	Part 1 (Open)	28 June 2017	

1. Purpose

To advise Committee members of the work programme for the 2016/17 municipal year, and to decide on the agenda items for the next meeting.

2. Summary

- 2.1 At the beginning of the new administration, each select committee drew up a draft work programme. The Overview and Scrutiny Business Panel agreed a co-ordinated work programme. The work programme for each individual committee can be reviewed at each Select Committee meeting so that Members are able to include urgent, high priority items and remove items that are no longer a priority.

3. Recommendations

3.1 The Committee is asked to:

- note the work plan attached at **Appendix B** and discuss any issues arising from the programme;
- specify the information and analysis required in the report for each item on the agenda for the next meeting, based on desired outcomes, so that officers are clear on what they need to provide;
- review all forthcoming key decisions, attached at **Appendix C**, and consider any items for further scrutiny.

4. The work programme

4.1 The work programme for 2017/18 was agreed at the Committee's meeting on 19 April 2017.

4.2 The Committee is asked to consider if any urgent issues have arisen that require scrutiny and if any existing items are no longer a priority and can be removed from the work programme. Before adding additional items, each item should be considered against agreed criteria.

4.3 The flow chart attached at **Appendix A** may help Members decide if proposed additional items should be added to the work programme. The Committee's work programme needs to be achievable in terms of the amount of meeting time available. If the committee agrees to add additional item(s) because they are urgent and high priority, Members will need to consider which medium/low priority item(s) should be removed in order to create sufficient capacity for the new item(s).

5. The next meeting

5.1 The following reports are scheduled for the meeting on 13 July 2017:

Agenda item	Review type	Link to Corporate Priority	Priority
Indepth review - Recruitment and Retention of School Staff (second evidence session)	In-depth review	Young people's achievement and involvement	CP2
Update on Ofsted Improvement Plan (final report)	Performance monitoring	Young people's achievement and involvement; Protection of children	CP2 & 7
Human Trafficking (external speaker)	Information	Protection of children	CP7
Safeguarding Services 6-monthly Report	Standard	Young people's achievement and involvement; Protection of children	CP2 & 7
Child Sexual Exploitation Update	Standard	Young people's achievement and involvement ; Protection of children	CP2 & 7

5.2 The Committee is asked to specify the information and analysis it would like to see in the reports for these item, based on the outcomes the committee would like to achieve, so that officers are clear on what they need to provide for the next meeting.

6. Financial Implications

There are no financial implications arising from this report.

7. Legal Implications

In accordance with the Council's Constitution, all scrutiny select committees must devise and submit a work programme to the Business Panel at the start of each municipal year.

8. Equalities Implications

8.1 The Equality Act 2010 brought together all previous equality legislation in England, Scotland and Wales. The Act included a new public sector equality duty, replacing the separate duties relating to race, disability and gender equality. The duty came into force on 6 April 2011. It covers the following nine protected characteristics: age,

disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

8.2 The Council must, in the exercise of its functions, have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

8.3 There may be equalities implications arising from items on the work programme and all activities undertaken by the Select Committee will need to give due consideration to this.

9. Date of next meeting

9.1 The date of the next meeting is Thursday 13 July 2017.

Background Documents

Lewisham Council's Constitution

Centre for Public Scrutiny: the Good Scrutiny Guide

Scrutiny work programme – prioritisation process



Children and Young People Select Committee 2017/18

Programme of Work

Work Item	Type of review	Priority	Strategic Priority	Delivery deadline	19-Apr	28-Jun	13-Jul	13-Sep	01-Nov	11-Dec	30-Jan	14-Mar
Lewisham Future Programme	Standard item	High	CP2 & CP7	Ongoing				Savings				
Election of the Chair and Vice-Chair	Constitutional requirement	High	CP10	Apr								
Select Committee work programme 2017/18	Constitutional requirement	High	CP10	Apr								
Annual school Standards Report 2015/16 (primary and Secondary), including update on Secondary Challenge	Standard item/performance monitoring	High	CP3	Apr								
School budgets	Performance monitoring	High	CP2	jun		joint with PAC						
Annual Report on Attendance and Exclusions	Performance monitoring	High	CP2&CP7	jun								
SEND provision, including ASD, transport, short breaks	Information Item	high	CP2&CP7	jun								
Indepth review - Recruitment and Retention of School Staff	Indepth review	High	CP2	Sep	scoping	first evidence	second evidence	draft final report				
Update on Ofsted Improvement Plan	Performance monitoring	High	CP2&CP7	ongoing			final report					
Human Trafficking (external speaker)	Information Item	high	CP7	jul								
Safeguarding Services 6-monthly Report	Standard item	High	CP2&CP7	ongoing								
Child Sexual Exploitation Update	Standard Item	High	CP2&CP7	ongoing								
Children's Social Care Roadmap	Performance monitoring	High	CP7	ongoing								
Lewisham Music Service - implementation of new Trust arrangements	Performance monitoring	Medium	CP2	sep								
6-month Update: Transition from Primary to Secondary School in-depth review	Indepth review	High	CP2&7	Ongoing								
Lewisham Safeguarding Children's Board Annual Report	Standard item	High	CP7	Nov								
Update on Q11 Savings proposal - Melliot Road	Performance monitoring	High	CP7	nov								
The Mayor - details TBC	Information Item			Dec								
Corporate Parenting and LAC Annual Report	Standard item/performance monitoring	High	CP2&CP7	Mar								
Annual Schools Standards Report 2016/17 (primary and secondary), including update on Secondary Challenge	Standard item/performance monitoring	High	CP2	Mar								

	Item completed
	Item on-going
	Item outstanding
	Proposed timeframe
	Item added

Meetings			
1)	19-Apr	5)	01-Nov
2)	28-Jun	6)	11-Dec
3)	13-Jul	7)	30-Jan
4)	13-Sep	8)	14-Mar

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FORWARD PLAN OF KEY DECISIONS

Forward Plan July 2017 - October 2017

This Forward Plan sets out the key decisions the Council expects to take during the next four months.

Anyone wishing to make representations on a decision should submit them in writing as soon as possible to the relevant contact officer (shown as number (7) in the key overleaf). Any representations made less than 3 days before the meeting should be sent to Kevin Flaherty, the Local Democracy Officer, at the Council Offices or kevin.flaherty@lewisham.gov.uk. However the deadline will be 4pm on the working day prior to the meeting.

A "key decision"* means an executive decision which is likely to:

- (a) result in the Council incurring expenditure which is, or the making of savings which are, significant having regard to the Council's budget for the service or function to which the decision relates;
- (b) be significant in terms of its effects on communities living or working in an area comprising two or more wards.

August 2016	The Wharves Deptford - Compulsory Purchase Order Resolution	21/06/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
May 2017	Evaluation of the Sustainable Community Strategy	21/06/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Joe Dromey, Cabinet Member Policy &		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Performance		
May 2017	Memorandum of Understanding on Participation of Central London Forward for Purposes of Employment and Skills Devolution and joint working procurement of Work and Health Programme	21/06/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
March 2017	CRPL Business Plan 2017-18	21/06/17 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
February 2017	New Homes Programme	28/06/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
February 2017	Beckenham Place Park Programme Update	28/06/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
February 2017	Deptford Southern Housing Sites - Part 1 & Part 2	28/06/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
March 2017	Response to Consultation on	28/06/17	Aileen Buckton,		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
	Policy for Supported Travel Young People Attending College and Adults Eligible for Adult Social Care	Mayor and Cabinet	Executive Director for Community Services and Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
May 2017	Medium Term Financial Strategy	28/06/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
February 2017	IT Network re-procurement Brent and Lewisham shared service	28/06/17 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2017	Contract Award Bulge Class Sandhurst school	11/07/17 Overview and Scrutiny Education Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
March 2017	Achilles Street Regeneration Proposals	19/07/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
	Air Quality Campaign 17-18	19/07/17	Aileen Buckton,		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
		Mayor and Cabinet	Executive Director for Community Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
January 2017	Catford Regeneration Programme Parts 1 and 2	19/07/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
February 2017	Extending the shared IT service to Southwark	19/07/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2017	Financial Monitoring 2017/18	19/07/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
	Joint Strategic Depot Review	19/07/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
	Medium Term Financial Strategy	19/07/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Councillor Kevin Bonavia, Cabinet Member Resources		
May 2017	Housing Acquisitions Part 2	19/07/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
May 2017	Lewisham Future Programme 2018/19 Revenue Budget Savings	19/07/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2017	Lewisham Adoption Service Statement of Purpose and Children's Guides	19/07/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
May 2017	Lewisham Fostering Service Statement of Purpose and Children's Guides	19/07/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
	New Homes Programme Parts 1 & 2	19/07/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Councillor Damien Egan, Cabinet Member Housing		
	PLACE / Deptford: Precision Manufactured Temporary Accommodation	19/07/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
May 2017	Transfer of the Applications Support Function to the LB Brent Shared Service	19/07/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
	Modification to Decision to expand Addey and Stanhope School - Delayed implementation	19/07/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
	Amalgamation of Sandhurst Infant School and Sandhurst Junior School - Permission to consult	19/07/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
	Delivering additional school places for Children and Young People with Special Educational Needs and	19/07/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin,		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
	Disabilities (SEND) - Permission to consult		Cabinet Member for Children and Young People		
	Gypsy and Traveller Local Plan Update	19/07/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
April 2017	Proposed revision to the contract structure of the Downham Health & Leisure Centre PFI	19/07/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		
May 2017	Sydenham Park Footbridge Contract Award	19/07/17 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
February 2017	Telephony re-procurement	19/07/17 Mayor and Cabinet (Contracts)	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2017	Sangley and Sandhurst Road Highway Improvement Scheme Contract Award	19/07/17 Mayor and Cabinet (Contracts)	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
	Interim Food and Garden Waste Contract	25/07/17 Overview and Scrutiny Business Panel	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
	Update and preferred provider position refurbishment of Ladywell Playtower.	13/09/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
May 2017	Audited Accounts and Pension Fund Accounts 2016/17	20/09/17 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2017	Financial Regulations and Directorate Schemes of Delegation	20/09/17 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2017	Report of the Barriers to Participation Working Party	20/09/17 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Suzannah Clarke, Chair Planning Committee C		
May 2017	Community Services Youth Review	04/10/17 Mayor and Cabinet	Aileen Buckton, Executive Director for		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
		(Contracts)	Community Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		
	Deptford Lounge & Tidemill School Facilities and Centre Management	06/12/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		

FORWARD PLAN – KEY DECISIONS

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials