

# Public Document Pack

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3 September 2019

## Children and Young People's Services Select Committee

A meeting of the committee will be held at **10.30 am** on **Wednesday, 11 September 2019** at **County Hall, Chichester**.

**Tony Kershaw**  
Director of Law and Assurance

**The meeting will be available to view live via the Internet at this address:**

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### Agenda

- 10.30 am    1.    **Declarations of Interests**
- Members and officers must declare any pecuniary or personal interest in any business on the agenda. They should also make declarations at any stage such an interest becomes apparent during the meeting. Consideration should be given to leaving the meeting if the nature of the interest warrants it. If in doubt please contact Democratic Services before the meeting.
- 10.30 am    2.    **Minutes of the last meeting of the Committee** (Pages 7 - 12)
- The Committee is asked to agree the minutes of the meeting held on 17 July 2019 (cream paper).
- 10.35 am    3.    **Urgent Matters**
- Items not on the agenda which the Chairman of the meeting is of the opinion should be considered as a matter of urgency by reason of special circumstances, including cases where the Committee needs to be informed of budgetary or performance issues affecting matters within its terms of reference, which have emerged since the publication of the agenda.
- 10.35 am    4.    **Responses to Recommendations** (Pages 13 - 14)
- The Committee is asked to note the responses to recommendations made at the 19 June 2019 meeting from the

Cabinet Member for Children and Young People and the Leader.

10.40 am 5. **Children First Improvement Update** (Pages 15 - 22)

Report by the Director of Children's Services.

The report updates the Committee on developments in the Children First Programmes since its last meeting in July. It further discusses the steps in hand to create an overarching Children First Strategy, covering the full range of Children's Social Care and Early Help services, and the Committee's role in the shaping of the strategy.

The Committee is asked to consider how it proposes to discharge its scrutiny function in relation to the creation of the Children First Strategy.

11.10 am 6. **Small Schools Assessment** (Pages 23 - 118)

Report by the Director of Education and Skills.

The School Effectiveness Strategy 2018-22 sets out the need for a diverse supply of strong schools in West Sussex. It highlights that where schools are identified as being at risk in terms of their viability for optimum quality of provision, options for change need to be considered. These options include mergers, federation, relocation or closure when they are assessed against the Department for Education statutory guidance. 5 West Sussex schools have been identified, impact assessment work will be undertaken to determine if a consultation is required to see if specific proposals emerge which may lead to change at these schools.

The Committee is asked to considered the draft Cabinet Member decision report and provide comment to the Cabinet Member for Education and Skills prior to the formal decision being taken.

12.10 pm 7. **SEND and Inclusion Strategy 2019-2024** (Pages 119 - 156)

Report by the Director of Education and Skills.

A new SEND and Inclusion Strategy for West Sussex 2019-2024 has been co-produced with a wide a wide representation of stakeholders, including parent carers, young people, education providers and other professionals across social care, health and education. The strategy sets out how the County Council will support the inclusion of all children and young people, with a particular focus on those with SEND.

The Committee is asked to consider the attached draft Cabinet Member decision report and provide comment to the Cabinet Member for Education and Skills prior to the formal decision being taken.

**The Committee will break for lunch for 30 minutes at 12.50**

- 1.20 pm 8. **Forward Plan of Key Decisions** (Pages 157 - 176)
- Extract from the Forward Plan dated 2 September 2019 – attached.
- An extract from any Forward Plan published between the date of despatch of the agenda and the date of the meeting will be tabled at the meeting.
- The Committee is asked to consider whether it wishes to enquire into any of the forthcoming decisions within its portfolio.
- 1.30 pm 9. **Children's In-house Residential Service Strategy** (Pages 177 - 228)
- Report by the Executive Director People Services.
- Following the withdrawal of operation at 3 of 6 of the council's in-house residential care establishments due to concerns about the quality of service, a wider residential care services review is taking place. The review is identifying the overall needs of children for whom the county council is expecting to provide support, and consider what form of residential support best meets those needs. The strategy will propose a strategic framework and service model which seeks to ensure that outcomes for vulnerable children are maximised and that long-term care costs are minimised. It will support the most vulnerable children in the county by keeping them close to home and providing services designed to support both them and their families.
- The Cabinet Member for Children and Young People will be asked to approve the residential care strategy and endorse the implementation plan and investment required as part of the overall improvement journey for Children's Services.
- 2.10 pm 10. **Formation of a Regional Adoption Agency** (Pages 229 - 250)
- Report by the Director of Children's Services.
- Following the Government paper in 2016, *Adoption – A vision for Change*, all local authority adoption agencies are required to form Regional Adoption Agencies (RAAs) to assist in increasing the number of children placed locally and improve outcomes for children. In order to work towards establishing a RAA for the Sussex and Surrey area, West Sussex County Council, East Sussex County Council, Surrey County Council and Brighton and Hove City Council have been working together under an informal arrangement – Adoption South East (ASE) since June

2016. This arrangement now requires formalising to meet the Government's expectation that all local authorities become part of a RAA by 2020.

The Cabinet Member for Children and Young People will be asked to agree that the County Council forms a RAA with East Sussex County Council, Surrey County Council and Brighton and Hove City Council to be operational from April 2020.

2.50 pm 11. **Business Planning Group Report** (Pages 251 - 254)

The report informs the Committee of the Business Planning Group meeting held on 8 July 2019, setting out the key issues discussed.

The Committee is asked to endorse the contents of this report, and particularly the Committee's Work Programme revised to reflect the Business Planning Group's discussions (attached at Appendix A).

3.00 pm 12. **Possible Items for Future Scrutiny**

Members to mention any items which they believe to be of relevance to the business of the Select Committee, and suitable for scrutiny, e.g. raised with them by constituents arising from central government initiatives etc.

If any member puts forward such an item, the Committee's role at this meeting is just to assess, briefly, whether to refer the matter to its Business Planning Group (BPG) to consider in detail.

3.00 pm 13. **Requests for Call-In**

There have been no requests for call-in to the Select Committee and within its constitutional remit since the date of the last meeting. The Director of Law and Assurance will report any requests since the publication of the agenda papers.

3.00 pm 14. **Date of Next Meeting**

The next meeting of the Committee will be held on 23 October 2019 at 10.30 am at County Hall, Chichester.

Any member wishing to place an item on the agenda for the meeting must notify the Director of Law and Assurance by 11 October 2019.

**To all members of the Children and Young People's Services Select Committee**

## **Webcasting**

Please note: this meeting may be filmed for live or subsequent broadcast via the County Council's website on the internet - at the start of the meeting the Chairman will confirm if all or part of the meeting is to be filmed. The images and sound recording may be used for training purposes by the Council.

Generally the public gallery is not filmed. However, by entering the meeting room and using the public seating area you are consenting to being filmed and to the possible use of those images and sound recordings for webcasting and/or training purposes.

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## **Children and Young People's Services Select Committee**

17 July 2019 – At a meeting of the Children and Young People's Services Select Committee held at 2.00 pm at County Hall, Chichester.

Present: Mr High (Chairman)

Mrs Russell	Mrs Hall	Mr Wickremaratchi
Mrs Bennett	Mrs Jones	Mr Lozzi
Mrs Bridges	Ms Lord	Maria Roberts
Ms Flynn	Ms Sudan	

Apologies were received from Mr Cloake, Mrs Ryan and Mr Cristin

Also in attendance: Mr Marshall, Ms Goldsmith, Mrs Pendleton

### **Part I**

#### **19. Declarations of Interests**

19.1 The following personal interests were declared:

- Mr High declared an interest in item 5 (Adoption of an Improvement Plan for Children's Services) as a member of his family has an Education and Health Care Plan (EHCP).
- Mrs Flynn declared an interest in item 5 (Adoption of an Improvement Plan for Children's Services) as a member of her family has Special Educational Needs (SEN).

#### **20. Minutes of the last meeting of the Committee**

20.1 Resolved that the minutes of the last meeting held on 19 June 2019 be approved as a correct record and that they be signed by the Chairman.

#### **21. Forward Plan of Key Decisions**

21.1 The Committee considered a tabled paper which was a new version of the Forward Plan dated 11 July 2019 (copy appended to the signed minutes). This version of the Forward Plan was not included in the Committee papers as it had been published following the statutory despatch of the agenda.

21.2 Rachel Allan, Senior Advisor Democratic Services, advised that the Formation of a Regional Adoption Agency, Small Schools Assessment and SEND and Inclusion Strategy 2019-2022 decisions would be previewed by the Committee in September.

21.3 Resolved – that the Committee notes the Forward Plan.

#### **22. Adoption of an Improvement Plan for Children's Services**

22.1 The Committee considered a report by the Director of Children's Services. Heather Daley, Director of Human Resources and Organisational Change, provided an update on the workforce of Children's Social Care. The Committee heard the following key points:

- The vacancy gap had reduced from 18.5% to 7%.
- 10% of the current workforce were agency staff. This would be held until caseloads reached the right level.
- There was a better view in the service of where the recruitment and caseload hotspots were, and a central record of full-time equivalent posts, vacancies and projections for leavers had been established.
- The average leavers per month had reduced from 7 to 2.
- The recruitment and retention incentive for existing and new staff had an 85% take-up. The service was considering contingency for the remaining 15% who hadn't signed up to the scheme should they choose to leave.
- The Newly Qualified Social Worker initiative and apprenticeship scheme were proving effective with increased recruitment in these areas.
- Good progress had been made with the management of sickness and long-term absence, with 0.8 FTE on long-term sick. The remainder of the absent staff cohort were for reasons of career break, suspensions or maternity.
- With a learning needs analysis and correct supervision and training in place, embedded work could now begin.

22.2 The Cabinet Member for Children and Young People thanked the Director of Human Resources and Organisational change and wider team for the significant progress made against the workforce challenges. He noted that when an authority receives in an inadequate rating it was common to lose staff, particularly in the context of a large competitive market. The reward and development opportunities now in place would enable staff to undertake their roles with high satisfaction, with the children and young people of West Sussex the beneficiaries of that better work.

22.3 Members of the Committee asked the following questions regarding the update on workforce in Children's Social Care:

- The Committee asked for current number of caseloads per social worker. The Director of Children's Services advised there was still some variation, but broadly speaking it was approximately 20 per social worker. He added the administrative support for social workers proposal would help with the management of caseloads.
- Members were pleased to hear that the vacancy gap had decreased by 11% and considered if these posts were held by permanent or agency staff. The Executive Director People Services advised it was a combination of both.
- The Committee noted although agency staff were helpful in the short term, there was some concern about longer-term arrangements. The Head of Social Care advised that the agency staff were deployed as teams rather than individuals which demonstrated a commitment, and that the agency cohort were considered as part of the stable workforce. The recruitment



campaign had also been successful, and learning would be taken from this process.

- Members asked if a vacancy gap under 10% was in line with other authorities. The Director of Children’s Services advised this was not uncommon, and the Director of Human Resources added this was the overall target for WSCC.
- Members noted the proposal to develop adequate administrative support for social workers and sought reassurance that it would be fit for purpose. The Director of Children’s Services advised service leads were having discussions with other local authorities to see how the arrangement functioned elsewhere in order to put together a proposal for WSCC. He added this would facilitate time for social workers to be with children and families with rigorous support behind them.

22.4 Sarah Daly, Head of Children’s Social Care, provided an update to the Committee on the improvement progress made to date. Key points included the following:

- Evidence of early impact was being seen with foster to adopt placements, with the recent approval of two foster to adopt families. Better links with the new pre-birth team were being established in order to make earlier matches.
- Early care planning in pre-birth work will help to achieve permanence quickly for babies when born.
- An online referral form for the Multi-Agency Safeguarding Hub (MASH) had been developed in conjunction with colleagues in adults services.
- A dip sampling exercise was underway of contacts to the MASH that result in no further action.
- Practice standards had been agreed, and induction guidance reviewed and updated for practice improvement.
- For the Children Looked After cohort (CLA), a health task and finish group (TFG) had been established with sign up from senior leads and health colleagues.
- All Initial Health Assessments (IHAs) for CLA had been booked, with wait times reducing.
- Training on education for CLA was now in place.
- There were currently no vacancies at social worker or management level.

22.5 Sarah Clark, Head of the Virtual School, advised the Committee of a rolling programme of training regarding the education of CLA and the impacts of the care experience, aimed at both schools and social workers. Contact would be made with head teachers and governors about the statutory responsibility in this regard, and events would be held to ensure consistent practice.

22.6 The Head of the Virtual School advised members they would receive an information document regarding schools in their division and the number of West Sussex CLA on their roll. Members were urged to visit their local schools and attend events to fully explore the provision and support for these children. Members would be provided with questions to pose to the head teacher which considered the reciprocal relationship

between schools and WSCC and the level of support they received from the Virtual School.

22.7 The Director of Children's Services introduced the draft decision report for the Adoption of an Improvement Plan for Children's Services. He explained the overall improvement planning framework for Children's Services could be described in three levels:

- Strategy for Children – the overarching model which will include a refresh of the 'best start in life' priority in the West Sussex Plan. The strategy would provide a clear vision and priority across the breadth of the service.
- Practice Improvement Plan – the plan sits within the overarching strategy and is aligned with the 12 recommendations for improvement from Ofsted. The plan has been developed in consultation with staff and partners.
- Children First Programme – the implementation mechanism under which the improvement plan is delivered. Practical improvement in areas of workforce, leadership, operating models, technology and multi-agency working falls under this ongoing improvement delivery programme.

22.8 The Director of Children's Services advised the Committee the Practice Improvement Plan (Appendix B) would be formally submitted and circulated in August. The committee asked questions in respect of the plan including those that follow:

- The Chairman advised the plan was helpful to cross reference progress against the 12 recommendations from Ofsted and it seemed to be a flexible document.
- Members of the Committee considered the danger of the plan lacking a wider holistic view. They further questioned how improvement would be measured overall in terms of the way in which the plan comes together.
- Garath Symonds, Senior Improvement Lead advised although the document was relatively narrow in its scope this was expected by the DfE and Ofsted to outline the plans for improvement. He added that a wider systemic change was required throughout the organisation. The Director of Children's Services advised the committee there were a range of specific action plans forming a wider overarching strategy.
- The Cabinet Member for Children and Young People explained the monitoring visits provided an opportunity for communication and teamwork to enable WSCC fit and capable to take the service forward. He further explained that other more specific reviews within the service were taking place which each had a role to play in the overall delivery of improvement.
- The Committee asked how the service would effectively hold partners to account without compromising good relationships. The Director of Children's Services advised finding a balance in the relationship was key, and that the independently chaired Improvement Board comprising staff and partners was a formal

route for challenge and support. He explained the Board had challenged health partners on the poor performance of IHAs and that significant improvement in this area had been driven by the Board.

22.9 The Director of Children’s Services provided the Committee with an update on both the Commissioner review, and progress with Ofsted to date. The key points included the following:

- Interviews and meetings were now underway, with diagnostics and the sharing of ideas to improve practice.
- WSCC had been invited to Hampshire County Council as a learning experience.
- The Commissioner’s report would be completed by 30<sup>th</sup> September, it would then be submitted to the DfE.
- The Commissioner would be invited to attend an upcoming meeting of the Improvement Board.
- An action planning meeting with Ofsted took place in early July. This was an opportunity to share progress so far, and to collectively consider the logistics of the next 2 years.
- The first monitoring visit had been confirmed for the week commencing 25<sup>th</sup> November 2019. The report from which would be published. The subject focus for this first visit would likely be agreed in September.
- WSCC was well aligned with Ofsted and DfE colleagues, and there was support from the LGA. Neighbouring authorities were also keen to help WSCC in this journey to improvement.

22.10 Resolved that the Committee:

1. Receives information on the ratio of agency and permanent staff within Children’s Social Care.
2. Suggests the member briefing on CLA in West Sussex schools is extended to governing bodies following its launch at the member day on 9<sup>th</sup> October 2019.
3. Supports the Cabinet Member decision to adopt the Improvement Plan for Children’s Services.

## **23. Possible Items for Future Scrutiny**

23.1 Members of the Committee suggested that the BPG consider Elective Home Education as an item for future scrutiny.

## **24. Date of Next Meeting**

24.1 The Committee noted that the next scheduled meeting will be held on 11<sup>th</sup> September 2019 at 10.30am at County Hall, Chichester.

The meeting ended at 3.35 pm

Agenda Item 2

Chairman

**Mr Paul Marshall**

Cabinet Member for Children and Young People

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**Paul High  
Chairman****Children and Young People's Services Select Committee**

Dear Paul

**Participation of Young People at the Children and Young People's Services Select Committee**

I am writing in response to the recommendation from the Children and Young People's Services Select Committee on 19<sup>th</sup> June 2019 to myself and the Leader that asked us to explore options for young people to become involved with the work of the Select Committee.

The Voice and Participation team are currently reviewing and developing a range of opportunities for increasing the participation for young people across the whole of the Council and services. This is under the guidance of the new Children's Senior Management Team and is being developed as a central element under the new Children First Improvement Plan. The Corporate Parenting Panel will also be involved and includes representation from the Children in Care Council (CICC) and Care Leavers.

The work on the review is in the early stages and is exploring how and when children and young people can be supported to engage with, inform and attend formal meetings. There are a number of requests and opportunities for children and young people to engage including involvement in the Select Committee.

The Officers and Members involved in the review are working alongside the CICC and Care Leavers to seek their views on how they would like to get more involved in contributing to the work of the Committees and Panels which scrutinise Children's Services. After this review has taken place we will be able to offer some practical ways for children and young people to contribute to formal meetings, which will need to take account of the fact that many of these do take place during school hours.

In the meantime can we suggest that the Committee considers making it a requirement of the business area or service making presentations to the Committee, that they consider all opportunities to ensure that the views and experiences of services users are represented with regards to the services they are discussing.

Yours sincerely,

**Paul Marshall**

Cabinet Member for Children and Young People

**Louise Goldsmith**

Leader – West Sussex  
County Council

<b>Children and Young People's Services Select Committee</b>
<b>11 September 2019</b>
<b>Children First Programme Update</b>
<b>Report by Director of Children's Services</b>

**Summary**

This report updates the Committee on developments in the Children First Programme since its last meeting on 17 July 2019. It notes the adoption of the Children First Improvement Plan and its submission to the Department for Education (DfE) and Ofsted. A digest of the latest achievements in service improvement is provided, including the latest information on recruitment and retention of social work posts.

In terms of the forthcoming period, the report summarises the activities of the Children's Commissioner and looks towards his report to the Secretary of State, due by the end of September, containing his judgement of the ability of children's services in West Sussex to reach a satisfactory standard, and its aftermath.

The report also discusses the emerging Children First Programme, and the steps in hand to create an overarching Children First Strategy, covering the full range of social care and early help services, and the Committee's role in the shaping of the Strategy.

**The focus for scrutiny**

The Select Committee is requested to:

1. note the adoption and submission of the Practice Improvement Plan (Section 1);
2. note the recent progress in the delivery of service improvements and the positive impacts for service users (Section 2);
3. note the implications that may arise from the report by the Children's Commissioner (Section 3);
4. note the forward programme of Ofsted visits (Section 4), the role of the Practice Improvement Plan (Section 5) and the Children First Programme (Section 6);
5. consider how it proposes to discharge its scrutiny function in relation to the creation of the Children First Strategy (Section 7).

**1. Introduction**

- 1.1 At its most recent meeting on 17 July 2019, this Committee previewed the proposed Children First Practice Improvement Plan and recommended it for adoption. The Cabinet Member agreed to the adoption of the Plan on 06 August and it was then submitted to Ofsted and the Department for Education as evidence of the County Council's firm commitment to address

and resolve the 12 issues raised by the Ofsted inspection of February-March 2019.

- 1.2 As part of this decision, the Cabinet Member also gave commitment, in discussion with the Cabinet, to an Investment Plan to enable the delivery of the Improvement Plan. He also approved the creation of a Children First Strategy to give broad strategic expression to the County Council's aspirations for children, with the proposed strategy to be presented for further consultation and approval in due course, with the intention of launching it in October 2019.
- 1.3 The intended business planning approach to the Children First agenda is comprised of the following layers:
  1. Children First Strategy
  2. Practice Improvement Plan
  3. Children First Programme

Their respective functions are discussed in further detail in Sections 5-7 below.

## **2. Update on Service Improvements**

### **Staffing - Vacancy Gap**

- 2.1 The social work staff vacancy gap has continued to fall steadily, and was 5.19% on 12 August, having been 18.5% in February. Vacancy gap predictions depend on a number of variables, and for this purpose it has been assumed (a) there are no more leavers than currently known (including those yet to opt into the Retention package); and (b) that all those starters in the pipeline actually commence work. This calculation currently predicts staffing (including agency cover) at 2.62% over-establishment at the end of December 2019 and 3.02% over-establishment at the end of January 2020.

### **Agency Workers**

- 2.2 The vacancy gap has been closed in part through the engagement of additional agency resource. On 12 August there are 76.51 FTE Agency social workers covering unfilled vacancies or undertaking additional work to help reduce caseloads; this equates to around 15% of the qualified social worker establishment (509 FTE).
- 2.3 The use of high quality agency workers remains a key element of policy for the time being, and agency workers are being deployed as whole teams for maximum effectiveness. The long-term intention is to progressively reduce use of agency staff through increasing the proportion of full-time staff. If agency staff were excluded from vacancy gap calculations, the projected vacancy gaps would be 14.57% at the end of August 2019, reducing to 11.27% at the end of September and to 10.88% from the end of October through to the end of January 2020.

### **Recruitment & Retention Offer**

- 2.4 The take-up rate on the revised recruitment and retention offer at 12 August is 88.5% (389 FTE), having been 85% (360 FTE) in July. This refers to



eligible social workers, including some social workers within IPEH and Safeguarding, as well as Children's Social Care) committing to stay with WSCC for the next 18 months. The numbers also exclude the ASYEs (Assessed and Supported Year in Employment, for newly qualified social workers) that become eligible for the provisions in September, many of whom have indicated a wish to be included. The offer also includes:

- Free car-parking or a financial contribution towards parking. For all those staff that have opted-in and that were seeking parking provision, this is now in place;
- The option of taking a pool car home in certain circumstances. This provision is still to be progressed;
- An interest-free loan of up to £10,000, subject to repayment terms. This offer recently became available with a deadline of 28 August for applications for loans to be paid in September's pay.

It is noteworthy that the previous flow of leavers has significantly slowed and steadied in recent months, giving the service additional stability; there has also been a continued low level of staff absence.

### **Caseloads**

- 2.5 One of the key operational outcomes sought from the recruitment and retention programme is to reduce caseloads to agreed target levels. This will both improve the quality and timeliness of service to customers, and ameliorate working conditions for social workers – leading in turn to better outcomes for recruitment and retention. A further benefit is that staff have more time for professional development. Caseload targets have now been set for all frontline staff and are regularly monitored. Targets will vary between different staff cohorts, and newly qualified social workers (NQSWs) in particular have a reduced quota.
- 2.6 A target for which West Sussex will progressively aim is around 18 cases per Qualified Social Worker. In the context of this authority's journey of recovery, it is considered that good progress has been made to date, and this indicator will be a standard feature in future progress and performance reports.

### **Summary of Recent Achievements across the Service**

- 2.7 The following are some highlights in recent service improvement:
- Health Assessments for **Children Looked After (CLA)** are close to full compliance with 4-day standard, with backlog planned to be cleared by the end of September;
  - Improved performance on CLA having a Personal Education Plan (84.5% for school-age CLA children);
  - **Fostering** – continued improvement in compliance; Unannounced visits are at 99% in-time, as are Carer visits;
  - Private Fostering – assessments and visits are all within timescale; profile of service being raised through promotion with partner agencies;

- Foster to Adopt – creating a pathway for early identification of children for whom this form of care is suitable.
- **Family Support & Protection** - Assessments continue to be allocated and seen within 10 days of referral, addressing the delay identified by Ofsted and drawing favourable comment from partners. The Better Change Programme Board in August 2019 reported a significant positive impact across the county, and that communication and information-sharing had significantly improved.
- **Neglect** - Cases are being identified and responded to with greater pace, rising from 93 families to 106 (209 children); Neglect pathways have been agreed which provide clarity as to interventions necessary at each juncture in a child's journey.
- **MASH** - Online referral form in conjunction with Adults Services has been developed and now launched;
- MASH - Review of contacts that result in 'no further action' is in progress, thus improving efficiency.
- **Residential Review** – Working at pace, and expected for Cabinet Member decision in September.

### **3. The Children's Commissioner**

- 3.1 The Children's Commissioner's role is to bring together evidence to assess the County Council's capacity and capability to improve itself, in a reasonable timeframe, and to recommend whether or not this evidence is sufficiently strong to suggest that long-term sustainable improvement to children's social care in West Sussex can be achieved, should operational service control continue to remain with the Council. The Children's Commissioner in West Sussex is John Coughlan, the Chief Executive of Hampshire County Council. The Commissioner is due to report his findings to the Secretary of State by 30 September. He has been actively engaging with key stakeholders in his role since his appointment in May; this has included a meeting with the Chairman of the Select Committee on 9 August.
- 3.2 A member briefing was held on 17 July: this was an opportunity for all members to hear an update on the Improvement Plan, and to meet the Commissioner; 27 members attended. The morning consisted of an update from the Cabinet Member for Children and Young People and the Director of Children's Services on the Improvement Plan. This was followed by a talk by the Commissioner, and a session for members to ask questions on the Improvement Plan. Feedback from the Commissioner and members was very positive, and members felt it gave them a good understanding of the improvement journey.

### **4. Ofsted Monitoring Visits**

- 5.1 Regardless of the Commissioner's verdict, Ofsted will commence a sequence of planned monitoring visits, the first being scheduled for 27-28 November 2019. Ofsted inspectors are likely to use these short visits to examine specific aspects of service delivery, including reassessing the 12 topics found to be deficient in the previous inspection. Plans are in place within the service to respond to these visits, which are likely to continue up to 2021 and will culminate in a full re-inspection of the service.

## **5. The Practice Improvement Plan**

- 5.1 As discussed in Section 1 above, the Practice Improvement Plan was submitted to Ofsted and the Department for Education at the end of July 2019. Its main role is to demonstrate a firm commitment and action plan for turning around the 12 areas of concern identified by Ofsted. The plan for continuing operational service improvement will be contained in the Children First Programme.

## **6. The Children First Programme**

- 6.1 The Children First Programme is currently in development. It will contain specific projects giving effect to its overarching theme of organisational change. In so doing it will engage the immediate service, the wider Council and stakeholders in its development. The formal sponsor will be the Director of Children's Services, and the individual projects will be led by senior service leaders. These projects are as follows:

- Standards & Practice – Social Care
- Standards & Practice – Early Help
- Workforce & Leadership Development
- Service Model & Process
- Better Use of Technology

The Programme detail is due to be approved by the Children First Programme Board on 19 September 2019.

## **7. The Children First Strategy**

- 7.1 The Cabinet Member has formally endorsed the need for an overarching strategy to be created. This will include all aspects of the County Council's services to young people including the preventative Early Help service for children and families, known as IPEH. A period of consultation with partners and other stakeholders will inform the creation of the Strategy.
- 7.2 The Committee is invited to consider how it would wish to contribute to the Strategy. Depending on the shaping of the governance timetable, a draft of the Strategy could be considered at its meeting on 23 October.

## **8. Issues for consideration by the Select Committee**

- 8.1 The Committee will wish to review the activity in progress, summarised in this report, and form a view of the rigour of the County Council's response to the current situation. The Committee is also invited to discuss its involvement in the preparation of the Children First Strategy.

## **9. Consultation**

- 9.1 The adoption of the Children First Improvement Plan in August was the culmination of much consultation with a broad range of partners and stakeholders. Currently the Children's Commissioner is undertaking extensive stakeholder engagement, as explained in Section 3 above.

## 10. Risk Implications and Mitigations

Risk	Mitigating Action (in place or planned)
The Commissioner does not find in favour of continued County Council control of children's services.	This likelihood is mitigated by the intense activity in support of service recovery, the adoption of a Practice Improvement Plan, the commitment to substantial financial investment in the service, including the recruitment and retention programme and other substantive improvements, as described in Section 2 above.
The measures to strengthen the workforce are undermined by recruitment difficulties, or a minority of existing staff not signing up to the new retention offer: 11.5% of eligible staff have not so far responded (2.4 above).	The service stance is to remain vigilant to this risk and continue to: engage interim resource, with the intention of only releasing that resource when it is appropriate to do so; plan and implement a refreshed recruitment campaign for permanent social workers; review the recruitment and retention offer take-up and its attractiveness and effectiveness. It is thought that some staff are awaiting further reassurance about reduced caseloads and other improvements, before committing to the scheme.

## 11. Other Options Considered

- 11.1 In view of the service's journey of recovery to date and the decision by the Children's Commissioner expected at the end of September, the progress described in this report is considered the only course available. The creation of a Children First Strategy affords a fresh opportunity to deliberate service design options and agree future directions of travel. The Strategy will be the subject of a further consultation process in the Autumn.

## 12. Equality Duty

- 12.1 The service recognises the primary importance of child safeguarding, sound family relationships, good parenting and the nurture of children to fulfil their potential. The provision of the service is based on need, as determined through formal assessment protocols. This need is not explicitly related to formally protected characteristics, but any such characteristic is and will continue (as now) to be respected in compliance with equality principles, and taken into account in the way in which the service is delivered.
- 12.2 In terms of those with a protected characteristic, the service will ensure enablement and support across all relevant categories, and this will both continue and be enhanced through the Children First agenda.

## 13. Social Value

- 13.1 The Children First agenda and measures for service recovery discussed in this report will directly support improved delivery of the West Sussex Plan

priority to give every child the Best Start in Life. Enhancing the protection of young lives and support for family life will continue to build resilience and social capital, and contribute towards stronger and more effective communities. The implementation of the service improvements will also respect sustainability principles in accordance with the County Council's strategic policies.

#### **14. Crime and Disorder Implications**

- 14.1 There are positive implications for Sections 17, 37 and 39 of the Crime and Disorder Act 1998 in the prevention and reduction of crime and anti-social behaviour, and in reducing offending and re-offending by young people, all of which are affected by the progress activity discussed in this report.

#### **15. Human Rights Implications**

- 15.1 The County Council has an overriding duty to safeguard the Human Rights of children in need, and this has been recognised in the Children First agenda. The Council is mindful of Article 8 of the European Convention on Human Rights – The Right to Respect for Family and Private Life - and has taken relevant factors into consideration in preparing this report. The processing of personal and special category data is subject to the Council's Data Protection Act policies and procedures in relation to discharging the Council's and its partners' legal responsibilities.
- 15.2 The County Council is also mindful of Article 12 of the United Nations Convention on the Rights of the Child - which states that all children have the right to be consulted and to have their opinions heard on any decision that affects them. Hearing, understanding and acting upon the voice and experiences of the child is a key design principle of the Children First service improvements.

#### **John Readman**

Director of Children's Services

**Contact:** Garath Symonds, Senior Improvement Lead – 03302 222511

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<b>Children and Young People's Services Select Committee</b>
<b>11<sup>th</sup> September 2019</b>
<b>West Sussex Education and Skills – School Effectiveness Strategy 2018 -2022 - Small Schools Assessment</b>
<b>Report by Director of Education and Skills</b>

### **Summary**

The West Sussex County Council School Effectiveness Strategy 2018-22 sets out the need for a diverse supply of strong schools across the county. It highlights that where schools are identified as being at risk, in terms of their viability to provide an effective and financially sustainable educational provision, options for change need to be considered.

A high level impact assessment has been undertaken to ascertain whether any schools may reasonably be considered to be at risk in relation to factors which represent indicators for viability and meet the case for consideration for change, namely merger, federation relocation or closure, when assessed against the Department for Education statutory guidance.

The next steps are to consider the impact assessment work related to the following schools and determine if we should undertake a consultation to see if specific proposals emerge that may lead to change at the following schools:-

- Clapham and Patching CE Primary School, Clapham, Worthing
- Compton and Upmarden CE Primary School, Compton, Chichester
- Rumboldswyke CE Infants School, Chichester
- Stedham Primary School, Stedham, Midhurst
- Warninglid Primary School, Warninglid, Haywards Heath

### **The focus for scrutiny**

The Committee is asked to consider the attached draft Cabinet Member decision report and provide comment to the Cabinet Member for Education and Skills prior to the formal decision being taken.

## **Proposal**

### **1. Background and Context**

- 1.1 In October 2018 the school effectiveness strategy 2018 - 2022 was adopted by WSCC following public consultation. It set out the objectives for school organisation and the criteria against which schools should be assessed in

order to meet these objectives. Implementation of the strategy will help ensure that in West Sussex:

“Primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, attract pupils from the local community and provide strong outcomes for children”.

- 1.2 In 2018, the Small Schools Project identified 25 schools which met the criteria set out in the School Effectiveness Strategy and as a consequence are considered by WSCC as at risk. Discussions and workshops have been held with these schools (and others) to alert them to the issues and to encourage Due to specific circumstances, five of these “at risk” schools, have been the subject of an Impact Assessment, which was conducted between April and June 2019.

## **2. Proposal**

- 2.1 That after considering the Impact Assessments, the Cabinet Member for Education and Skills is asked to approve the proposal to commence the consultation process on options (namely merger, federation, relocation or closure):

- Clapham and Patching CE Primary School, Clapham, Worthing
- Compton and Upmarden CE Primary School, Compton, Chichester
- Rumboldswyke CE Infants School, Chichester(merger, federation and relocation are not options for this school due to the OFSTED rating)
- Stedham Primary School, Stedham, Midhurst
- Warninglid Primary School, Warninglid, Haywards Heath.

## **3. Resources**

- 3.1 A project team is being set up and funded from within the Education and skills budget. We will assess the potential costs that would arise to the County Council next year of implementing the chosen option for each of 5 schools following the consultation process.

## **Factors taken into account**

### **4. Issues for consideration by the Select Committee**

- 4.1 The Committee is asked to consider the attached draft Cabinet Member decision report, which has been informed by an Impact Assessment conducted between April and June 2019. Issues members may wish to explore include:

- a) The DfE guidance for “opening and closing maintained schools” (November 2018 p16) has a presumption against closure of rural schools. The guidance and consideration are set out in section 2.3 of the draft Cabinet Member decision report (Appendix A).



- b) In October 2018 the school effectiveness strategy 2018 - 2022 was adopted by West Sussex County Council following public consultation. The Strategy set out the criteria against which schools should be assessed in order to meet these objectives. An Impact Assessment was undertaken for each of the schools (except Rumboldswyke which is not a rural school) and the results are summarised in section 2.4 of the draft Cabinet Member decision report (Appendix A).
- c) A timetable is set out in section 2.5 of the draft Cabinet Member decision report (Appendix A).

## **5. Consultation**

- 5.1 There is a need to conduct a consultation process on options to inform the Impact Assessments. The draft Cabinet Member decision report (Appendix A) proposal is to undertake such a consultation.

## **6. Risk Management Implications/Other Options Considered/Equality Duty/Social Value/Crime Disorder Implications/Human Rights Implications**

- 6.1 These sub headings are addressed in the draft Cabinet Member decision report (Appendix A).

**Paul Wagstaff**  
Director of Education and Skills,

**Contact:** Graham Olway/ James Richardson

Appendix A: Draft Cabinet Member Decision Report

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<b>Mr Burrett, Cabinet Member for Education and Skills (and Deputy Leader)</b>	<b>Ref No:</b>
<b>September 2019</b>	<b>Key Decision: Yes</b>
<b>Small Schools Consultation on Proposals for Change</b>	<b>Part I</b>
<b>Report by Director for Education and Skills</b>	<b>Electoral Divisions: All</b>
<p><b>Summary</b></p> <p>The County Council’s School Effectiveness Strategy 2018-22 sets out the need for a diverse supply of strong schools across the county. It highlights that, where schools are identified as being at risk in terms of their viability to provide an effective and financially sustainable educational provision, options for change need to be considered.</p> <p>A high level impact assessment has been undertaken to ascertain whether any schools may reasonably be considered to be at risk in relation to factors which represent indicators for viability and meet the case for consideration for change, namely federation, merger, relocation or closure, when assessed against the Department for Education statutory guidance.</p> <p>This assessment identified that a number of smaller schools may be considered to be at risk and, due to the specific circumstances relating to five of these schools it was determined that a more detailed impact assessment should be undertaken on potential options to address those risks. This impact assessment work has now concluded and it is proposed to undertake a consultation to assess views on options for change at the following schools:-</p> <ul style="list-style-type: none"> <li>• Clapham and Patching CE Primary School, Clapham, Worthing</li> <li>• Compton and Upmarden CE School, Compton, Chichester</li> <li>• Rumboldswyke CE Infants School, Chichester</li> <li>• Stedham Primary School, Stedham, Midhurst</li> <li>• Warninglid Primary School, Warninglid, Haywards Heath</li> </ul>	
<p><b>West Sussex Plan: Policy Impact and Context</b></p> <p><b>Best Start in Life:</b> Approval of the small school organisation proposals supports the County Council’s aspirations to be placed in the top quarter of performing Councils within three years, in terms of children’s attainment. Great strides are being made towards this by working in partnership with schools and parents and these consultations are integral to helping achieve high performing and financially sustainable schools in West Sussex that benefit the children and communities for years to come.</p>	

### **Financial Impact**

A project team is being set up and funded from within the Education and skills budget. An assessment of potential costs to the County Council of implementing any preferred option for each of 5 schools will be made following the consultation process and before any proposals for change are finalised.

### **Recommendations - The Cabinet member is requested to :-**

- (1) Approve the commencement of consultation in relation to proposals for change at the following schools:-
  - Clapham and Patching CE Primary School, Clapham, Worthing
  - Compton and Up Marden CE Primary School, Compton, Chichester
  - Rumboldswyke CE Infants School, Chichester
  - Stedham Primary School, Stedham, Midhurst
  - Warninglid Primary School, Warninglid, Haywards Heath
- (2) Agree that County Council officers prepare a report on the outcome of the consultation for the Cabinet Member to decide whether to undertake further consultation in relation to specific proposals for any of the schools.

### **Proposal**

#### **1. Background and Context**

- 1.1 In October 2018 the [School Effectiveness Strategy 2018 - 2022](#) was adopted by the County Council following public consultation. It sets out the objectives for school organisation and the criteria against which schools should be assessed in order to meet these objectives. Implementation of the strategy will help ensure that in West Sussex:

*"Primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, attract pupils from the local community and provide strong outcomes for children".*

The school effectiveness strategy also states *that:*

*"where schools are identified as being at risk, they need to consider options for change. These could include:*

- *Consulting on amalgamating or merging two or more schools to become an all-through primary school.*
- *Consulting on expanding the age range of a group of schools so each becomes all-through primary schools.*
- *Consulting on federating two or more schools.*
- *Finally, consulting on closing a school."*

- 1.2 Analysis by the County Council in 2018 identified around 25 schools which, when measured against the criteria set out in the School Effectiveness Strategy, were considered at risk.

- 1.3 Discussions and workshops were held with Head Teachers and Chairs of Governors in the localities where the schools were identified as vulnerable. The outcome of the analysis was reviewed and discussions were initiated with some of the schools on options for the future such as merger, federation, relocation or closure. A number of schools have subsequently progressed discussions and some have made steps towards federation, most notably the federation between Amberley Primary School and St James CE Primary School, Coldwaltham.
- 1.4 Due to specific circumstances of five of these schools, an impact assessment was conducted between April and June 2019. The specific circumstances for four of the schools are set out in the impact assessments in the appendix to this report. Rumboldswyke was included following the recent Ofsted inspection which rated the school as inadequate. The options for the future of the school are very limited following this judgement. The school has to either academise or close. Discussion has taken place with the Regional Schools Commissioner (RSC) and Diocese and both are accepting that academisation of a school of the size of Rumboldswyke would not be a feasible option. In addition the financial outlook for this school is challenging and school enrolment continues to fall – currently 52 pupils from 120 capacity (2 classes). A summary of options is set out in section 2.2.

## 2 Proposal Details

- 2.1 The proposed consultation and decision-making timetable is set out below:

**4<sup>th</sup> October**  
**22<sup>nd</sup> November 2019**

**Stage one** – consultation on options

**January 2020**

The Cabinet Member for Education and Skills will consider the results of the consultation and decide whether to publish specific proposals for any of the schools listed.

Should the Cabinet Member decide to proceed with publishing specific proposals on any of the schools the following timetable would then apply

**January/February 2020**

**Stage two** – publication of proposals and 6 week representation period

**February/March 2020**

**Stage three** – Cabinet Member decision on specific proposals for each of the schools.

**April 2020**

**Stage four** – publication of statutory proposals (4 week representation period)

**31 August 2020**

**Stage five** – implementation of proposals (if approved)

2.2 It is proposed that the County Council commences a first stage consultation on options (**Stage one**) in relation to proposals for change on the basis of the attached Impact Assessments. The options under consideration are merger, federation, relocation or closure for the following schools:

- Clapham and Patching CE Primary School, Clapham, Worthing
- Compton and Up Marden CE Primary School, Compton, Chichester
- Stedham Primary School, Stedham, Midhurst
- Warninglid Primary School, Warninglid, Haywards Heath

In the case of the following school

- Rumboldswyke CE Infants School, Chichester  
merger, federation and relocation are not options for this school due to the OFSTED rating and so the consultation must focus on a proposal for possible closure.

2.3 On completion of the consultation County Council officers will summarise the responses to the public consultation and report to the Cabinet Member who will decide whether to move to the next stage of consultation, involving specific proposals for any of the schools. There is a defined statutory process in the [School Organisation \(Establishment and Discontinuance of Schools\) Regulations 2013](#) which must be followed before making a decision on the closure of a maintained school in the event that this option emerges as a proposal in any case. This is supplemented by further guidance on the process published by the Department for Education.

### 3. Impact Assessment

3.1. The DfE statutory guidance for "opening and closing maintained [schools](#)" (November 2018 p16), states that "*There is a presumption against the closure of rural schools. This does not mean that a rural school will never close, but the case for closure should be strong and a proposal must be clearly in the best interests of educational provision in the area.*

*When producing a proposal, the proposer must carefully consider:*

- *The likely effect of the closure of the school on the local community;*
- *Educational standards at the school and the likely effect on standards at neighbouring schools;*
- *The availability, and likely cost to the Local Authority, of transport to other schools;*
- *Any increase in the use of motor vehicles which is likely to result from the closure of the school, and the likely effects of any such increase; and*
- *Any alternatives to the closure of the school."*

3.2. In order to assess if there is a case for proposing changes at these rural schools (that would meet the DfE requirements), during the spring of 2019 a detailed impact assessment was undertaken on the four rural schools named in paragraph 2.2. A detailed Assessment is not required for Rumboldswyke as it is not a rural school, but it has still been assessed against the School Effectiveness Criteria and summarised in Table 1 below. The proposed

consultation process will also be an important part of assessing the impact on the local community.

- 3.3. The detailed Impact Assessments are enclosed in the Appendices 1 -4. A summary of the analysis against the school effectiveness criteria, together with the number of staff and pupils impacted is set out in Table 1 below:

Table 1

	Capacity 2017/18 (PPP 2017/18)	% pupils attending school from outside catchment	% of pupils attending catchment school (-50%)	Current NOR (per pupil flow download Jan 2019)	Current Nor/ Capacity (Jan 2019)	Projected NOR 2022 (Edge Oct 2018)	OFSTED	Potential funding change from today to 2022	Balance 2018/19 carried forward
CLAPHAM & PATCHING	56	92%	12%	53	95%	32	RI	-81866.24	-8529.313
COMPTON AND UP MARDEN*	140	67%	43%	90	64%	93	RI	18493.44	3761.8014
RUMBOLDSWHYKE	120	44%	20%	72	60%	68	Inadequate	-22530.44	44415.009
STEDHAM	105	77%	20%	88	84%	76	Good	-43793.54	38961.618
WARNINGLID	70	92%	6%	39	56%	47	Good	2700.29	12995.747

\*School underwent expansion in 2017

- Column 1 – the capacity is the total number of pupil planned places at the school (RED if less than 100).
- Column 2 – the % pupils who are attending the school from outside the published catchment area (RED if more than 50%).
- Column 3 – the % of potential pupils who live in the catchment who go to the catchment school (RED if less than 50%).
- Column 4 – the number of pupils on the school roll in January 2019 (RED if less than 100).
- Column 5 – the % of available places which are filled in January 2019 (RED if less than 80%).
- Column 6 – the number of pupils that are projected to be at the school in 2020 (RED if less than 100).
- Column 7 – OFSTED latest rating (RED if RI or Inadequate).
- Column 8 – Forecasted potential change in funding from today to 2022.
- Column 9 – Actual balance carried forward in 2018/19.

- 3.4. All the schools proposed are flagging as RED against most of the criteria and there is surplus capacity in the locality area of each of these schools – an important additional factor in terms of the impact assessment.

- 3.5. Financially all the schools are currently in balance except Clapham and Patching (see column G in table 2). The forecast based upon the 2022 Number on Roll projections however shows that, due to falling pupil numbers, three of the schools would be in deficit by 2022 (Clapham and Patching, Rumboldswwhyke and Stedham as shown in Table 2 below – potential change in funding from today (E+F))

Table 2

Potential change in funding based on projected numbers on roll 2022										
		2019-20 pupil level funding* (A)	2019-20 Number on roll used for budgets (B)	forecast Number on roll 2022 (C)	change from 2019-20 (D)	Potential change in funding (E) (A*D)	2019-20 MFG figure - "impact of £20k lump sum reduction" (F)	Potential 2020-21 allocation Difference from £20k (F)	Potential funding change from today (E + F)	Balance 2018-19 carried forward (G)
3007	CLAPHAM & PATCHING	3,329.86	57	32	-25	-83,246.50	21,380.26	1,380.26	-81,866.24	-8,529.31
3010	COMPTON & UPMARDEN	3,206.91	83	93	10	32,069.10	6,424.34	-13,575.66	18,493.44	3,761.80
3005	RUMBOLDSWHYKE	3,329.19	72	68	-4	-13,316.76	10,786.32	-9,213.68	-22,530.44	44,415.01
2066	STEDHAM	3,186.11	90	76	-14	-44,605.54	20,812.00	812.00	-43,793.54	38,961.62
2209	WARINGLID	3,217.29	46	47	1	3,217.29	19,483.00	-517.00	2,700.29	12,995.75
*2019-20 pupil level funding excludes lump sum(s) and rates										
(F) in 2020-21 expect lump sum to reduce a further £20k, using 2019-20 logic the actual change might be similar										
(G) is 2018-19 balance carried forward for reference										

#### 4. Consultation

- 4.1. The consultation process will commence in October and be open for a period of 6 weeks. Members of the public, pupils, parents and carers, staff, governors, dioceses, parish and district councils, the local community and other interested parties will be able to access the consultation document via the County Councils "Have Your Say" Website. A consultation document will also be available in hard copy. The local authority will consider all the views on options put forward during the consultation period in hard copy or through the "have your say" website. There will also be an opportunity to attend one of the public meetings (one will be held at each school).
- 4.2. Subject to the responses, the Cabinet Member may decide to consult on specific proposals for any of the schools. This would be undertaken during early 2020 and would involve further formal consultation with the same stakeholders as listed in 4.1. The anticipated timescale for these to be implemented would be by September 2020.
- 4.3 The proposal will enable stakeholders to consider the future of the schools against the options for change set out in the school effectiveness strategy and to make representations about whether any and which option is the right course of action. Implementation of change will be determined on criteria that support the "organisation objectives" as set out in the school effectiveness strategy namely:  
*"Primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, attract pupils from the local community and provide strong outcomes for children"*

#### 5. Financial (revenue and capital) and Resource Implications

##### Revenue consequences of proposal

- 5.1 A project team has been created to facilitate the pre-publication consultation and to assess both the views on, and the impact of, the various options for



change at the 5 schools in question. The cost of this team will be met from within the existing Education and Skills revenue budget. We will assess the potential costs that would arise to the County Council next year of implementing any preferred option for any of the 5 schools following the consultation process.

Capital consequences

- 5.2 There will be no capital consequences as a result of carrying out this pre-publication consultation.

## 6. Legal Implications

None for the purpose of this report

## 7. Risk Implications and Mitigations

Risks of not approving the implementation of the consultation	Mitigation
<p>There is a risk that the National Funding Formula (Block DSG) implementation will result in an increased number of schools with financial difficulties and increased instability of pupil numbers (due to surplus capacity) which will have an impact on a schools financial viability and educational standards</p>	<p>&gt; Continue to work closely with schools on the budgeting and forecasting to ensure they do not go into financial difficulty. &gt; School effectiveness team continue to work closely with school to ensure standards are maintained</p>
<p>There is a risk that the School Effectiveness Strategy commitments may not be achieved with respect to schools organisation:</p> <p>1) All through primaries 2) Local solutions to achieve Small School viability (federation, merger, relocation, closure).</p>	<p>&gt;Continuation of Locality workshops to review options and initiate discussions &gt;Training/ recruitment of HT's with Exec Head capability.</p>

## 8. Options Considered

The option of not consulting would mean that we are not progressing the school effectiveness strategy organisation objectives that *"Primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, attract pupils from the local community and provide strong outcomes for children"*. We would simply be accepting the status quo and associated risks. Other options in relation to other schools considered potentially at risk were discounted for this proposal by application of the viability criteria referred to in the report.

## **9. Equality and Human Rights Assessment**

Work has commenced on the equality impact analysis and this will be updated continuously throughout the consultation process through the collection and analysis of data that arises as part of the consultation process. This information will then be used to inform the next stage of the decision making process.

## **10 Social Value and Sustainability Assessment**

The potential impact of closure on transport (nearest school/ subject to parental preference) and travel has been assessed as part of the impact assessments included within the appendices.

## **11 Crime and Disorder Reduction Assessment**

None for the purpose of this report

### **Paul Wagstaff**

Director of Education and Skills

**Contact Officer:** Graham Olway  
Head of School Organisation, Capital Planning & Transport  
03302223029

## **Appendices – Impact Assessments**

- Appendix 1 - Clapham and Patching
- Appendix 2 - Compton and Up Marden
- Appendix 3 - Stedham
- Appendix 4 - Warninglid

# Raising Standards

## Supporting Small Schools in West Sussex

### Clapham & Patching– Draft Impact Assessment - Education & Skills Directorate

# Impact Assessment – DFE guidance

- There is a presumption against the closure of rural schools. This does not mean that a rural school will never close, but the case for closure should be strong and a proposal must be clearly in the best interests of educational provision in the area.
- When producing a proposal, the proposer must carefully consider:
  - The likely effect of the closure of the school on the local community;
  - educational standards at the school and the likely effect on standards at neighbouring schools;
  - the availability, and likely cost to the LA, of transport to other schools;
  - any increase in the use of motor vehicles which is likely to result from the closure of the school, and the likely effects of any such increase; and
  - any alternatives to the closure of the school.

# School Effectiveness Strategy – Organisation

➤ **AIM** “strong model of sustainable education for all types of school and key stages by 2022”.

## ➤ Objectives

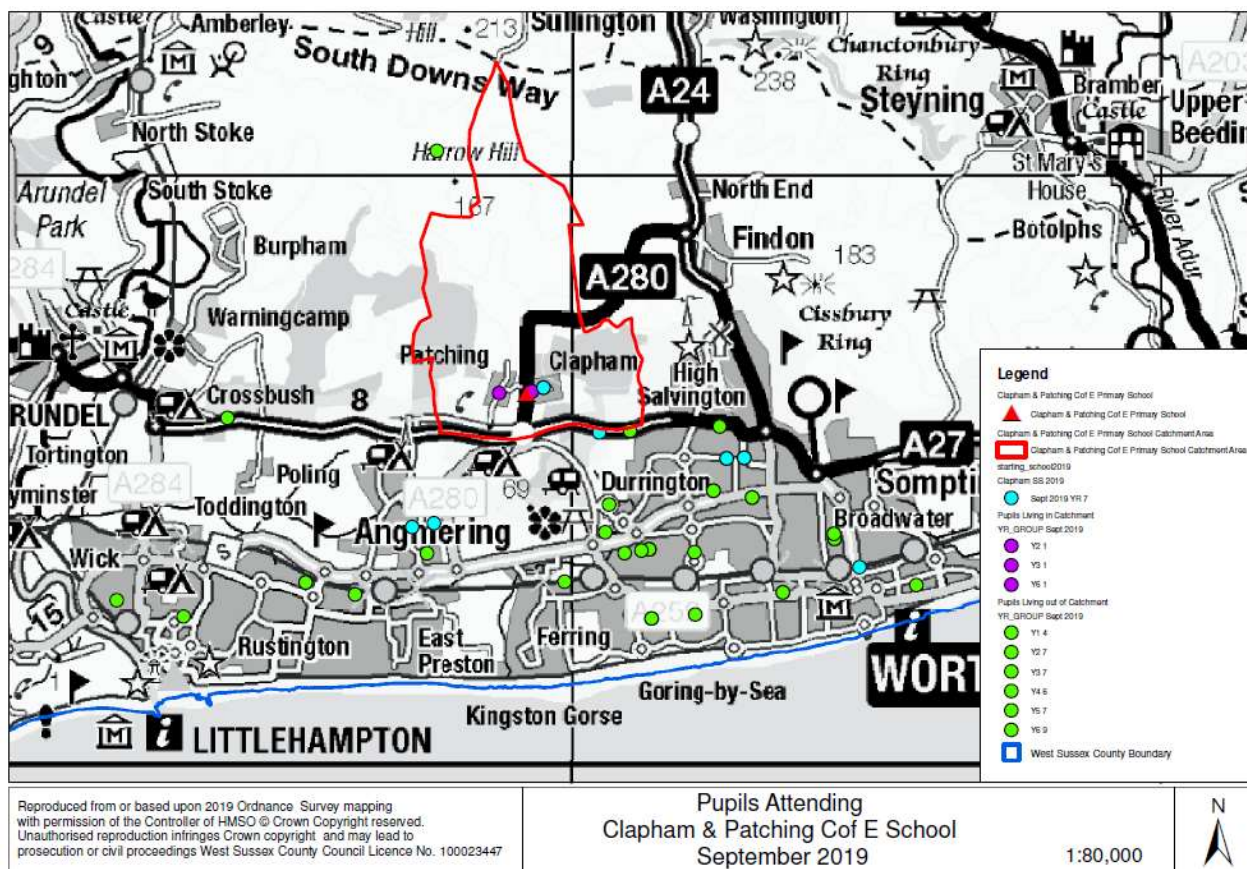
- Establish a preferred model of all-through primary provision for children from 4-11 years old.
- Secure sufficient places for children in all phases and types of school.
- Maximise the proportion of children being offered a place at one of their three school preferences.
- Primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, attract pupils from the local community and provide strong outcomes for children.
- Primary schools will be readily accessible\* to pupils; for the majority of children within walking distance in urban areas and with transport to school in rural areas.
- *Pupils under eight may receive transport if they live more than 2 miles away from their catchment school, or nearest suitable school and 3 miles for children over eight*

**WSCC are committed to working with schools and the Diocese to develop “area based plans” to provide the best provision of school places and outcomes for pupils within a given locality.**<sup>3</sup>

# Clapham & Patching- Core Information

PAN	8
Net Capacity	56
Type of Establishment	Primary
STATUS	VC
AGE RANGE	4-11
CURRENT NOR (Census Q1 2019)	55 (EHCP 8 and Pupil Premium 1)
PROJECTED NOR in 2022 (DEMAND - 1ST PREFERENCE/ DEVELOPMENT)	32
SSC PROVISION	N/A
SSC on site	N/A
EARLY YEARS on site	N/A
Urban/Rural (name)	Rural
OFSTED RATING	Requires Improvement
DATE OF LAST INSP	June 2017

# Clapham & Patching– where do the pupils come from?



	Capacity 2017/18 (PPP 2017/18)	% pupils attending school from outside catchment	% of pupils attending catchment school
<b>CLAPHAM &amp; PATCHING</b>	<b>56</b>	<b>92%</b>	<b>12%</b>

# Clapham & Patching– Financials

Summary of Balances over 5 year period											
		balance 2014-15	Acc fund	balance 2015-16	Acc fund	balance 2016-17	Acc fund	balance 2017-18	Acc fund	balance 2018-19	Acc fund
3007	CLAPHAM & PATCHING	45,640.00		27,882.93		4,110.02		83.52		-8,529.31	

Potential change in funding based on Projected NOR 2022											
		2019-20 pupil level funding* (A)	2019-20 NOR used for budgets (B)	forecast NOR 2022 ( C )	change from 2019-20 (D)	Potential change in funding (E) (A*D)	2019-20 MFG figure - "impact of £20k lump sum reduction"	Potential 2020-21 allocation Difference from £20k (F)	Potential funding change from today (E + F)	Balance 2018-19 carried forward (G)	
3007	CLAPHAM & PATCHING	3,329.86	57	32	-25	-83,246.50	21,380.26	1,380.26	-81,866.24	-8,529.31	



# Clapham and Patching– Potential stranded contract costs

Potential Stranded costs						Net Expenditure in 2018-19																								
DfE	Cost centre	School	Total Funding in 2018-19 from SBS £	Total spend in 2018-19	Total Funding in 2019-20 from SBS for reference £	Staffing	Staff training (codes) incl APP Levy	Exclude Rates	Buildings Maint	Energy	Utilities other	Cleaning Contracts	Other cleaning	Transport	IT	Supplies non IT codes	SLA (rech exc 73* and 88*) risk to WSCC	SLA codes non WSCC	Capital Spend	Income	04 Income ( includes UIFSM / PE GRANT / Teacher Pay/ High needs and rates Adj)	Other								
3007	AE10	CLAPHAM & PATCHING	355,484.47	369,890.03	345,575.78	402,472.05	5,547.56	3,845.52	5,831.30	3,537.30	570.61	7,217.76	562.31	9,867.59	9,812.75	16,840.31	7,870.94	4,971.65	5,876.25	-13,868.18	-100,911.23	-154.46								
<p><b>NB</b> based on 2018-19 spending patterns</p> <p><b>KEY Assumptions</b> - Contracts would be terminated and incur some level of severance fee Exact school details will differ apart from corporate contracts, can assume some multi year contracts / leases</p> <p><b>Assumed areas where contract cost reside</b> Buildings Maint -majority of this spend is on grounds and building maintenance, likely to be in contracts Cleaning Contracts ! Transport - potential for contracts with local bus companies for trips / PE provision etc IT - range of potential SLA / licences etc Supplies non IT codes - range of consumable and also Meals contract (Chartwells etc.) would not be cost of contract would be exit clause costs, but in theory pupils will move to other schools so contract would not lose out ? SLA codes non WSCC - range of contracts some IT related might assume multi year arrangements ? SLA with the LA will have no severance charge if timelines for giving notice are adhered to</p> <p><b>Therefore potential range would be up to;</b></p> <table border="1"> <thead> <tr> <th>DfE</th> <th>Cost centre</th> <th>School</th> <th>Up to equivalent spend in 2018-19 ? (Rounded)</th> </tr> </thead> <tbody> <tr> <td>3007</td> <td>AE10</td> <td>CLAPHAM &amp; PATCHING</td> <td>55,000.00</td> </tr> </tbody> </table>																							DfE	Cost centre	School	Up to equivalent spend in 2018-19 ? (Rounded)	3007	AE10	CLAPHAM & PATCHING	55,000.00
DfE	Cost centre	School	Up to equivalent spend in 2018-19 ? (Rounded)																											
3007	AE10	CLAPHAM & PATCHING	55,000.00																											

# Clapham & Patching SLA/ Support Services 18/19

Provider	Name	Value
Buildings and Energy Information Service	Building & Energy Information Services	325
Catering and Extended Catering Services	2018/19 - Free School Meal Service - Primary	358.9
Data Subscriptions	FFT Aspire and Data ePODs	71.3
Employment Support Services	Employment Support Level 2	1513.41
Building Surveying/Engineering Support	Level 2 - Building Surveying & Engineering Professional Services	1519.45
Caretaking and Premises Support	Level 2 - Caretaking & premises support core SLA	549
Grounds Maintenance Support	Level 2 - Grounds maintenance core SLA	320
Finance for Schools	Schools Financial Services Service Level Agreement 2018/19	1134
Finance for Schools	Sickness and Maternity Insurance Scheme - Primary	2057
Finance for Schools	Sickness and Maternity Insurance Scheme - Primary School Bursar/Business Manager	226.08
Finance for Schools	Pay as You Go - Closedown Service 18/19	137
Finance for Schools	Pre-Booked Peripatetic Bursar Visit / Dial Up - Accounts Check and Budget Preparation	222
Furniture and Supplies Team	Level 2 - Supplies SLA services 2 year	372
Governor Support Service	Governor Services	1020
Insurance	Building and Contents	167.5
Insurance	School Journey Insurance - Off Site Activities	19.9
Insurance	Insurance	953
West Sussex SIMS Support	Level 2 - SIMS Support	829.05
West Sussex SIMS Support	SIMS Licenses	214.5
<b>Total</b>		<b>12009.1</b>

Name	Education Advisor Category	SIFD	School Support 17-18	School Support 18-19	Leadership support 18-19
Clapham and Patching CE Primary School	3b	The school currently have a request in for £974.60 to cover the costs of school-to-school support to address the significant issues identified with paperwork relating to safeguarding	The school engaged in the ASPIRE programme (fully funded).	Y The school were funded for school-to-school support for mathematics under SSIF.	Y Significant support from Resource manager  Diocese provided support for governors and for more general development of vision and values.

# West Sussex School Effectiveness Strategy

## – 12 key questions

- 1. Does the school have an infant to junior relationship with another school?
- 2. Is there a vacancy for a head teacher?
- 3. Is the curriculum better delivered by working with other nearby schools?
- 4. Does the budget prohibit leadership responsibilities from being distributed amongst a range of staff?
- 5. Does the school have difficulties recruiting high quality teachers, leaders or governors?
- 6. Can all the schools in an area sustain the projected numbers of local pupils over the next 5 years?
- 7. Are maximum pupil numbers for the school equal to or less than 100?
- 8. Does the school have less than or equal to 75% of pupils on roll in proportion to its capacity?
- 9. Do parental preferences for the school, taking into account the planned housing development, support the school reaching or exceeding 95% of the schools actual net capacity over the next 5 years?
- 10. Is the Ofsted inspection overall judgement of the school good or better (or recent LA monitoring indicates the school is not moving quickly to good)?
- 11. Does the financial projection for the next 3 years show a sustainable budget?
- 12. Does the school offer a specialism that is not replicated elsewhere in the area ?

# Clapham & Patching / SES 12 key questions

	Capacity 2017/18 (PPP 2017/18)	% pupils attending school from outside catchment (+ 50%)	% of pupils attending catchment school (-50%)	Current NOR (per pupil flow download Jan 2019)	Current Nor/ Capacity (Jan 2019)	Projected NOR 2022 (Edge Oct 2018)	OFSTED
<b>CLAPHAM &amp; PATCHING</b>	<b>56</b>	<b>92%</b>	<b>12%</b>	<b>55</b>	<b>98%</b>	<b>32</b>	<b>Requires improvement</b>

## Key

<input type="checkbox"/> % pupils attending school from outside catchment (+ 50%)	>50%	>40%
<input type="checkbox"/> % of pupils attending catchment school (-50%)	<60%	<50%
<input type="checkbox"/> Current NOR (Census Jan 18 2018)	<110	<100
<input type="checkbox"/> Current Nor/ Capacity	<75%	<80%
<input type="checkbox"/> Projected NOR 2022 (Edge May 2018)	<110	<100
<input type="checkbox"/> OFSTED	RI	
<input type="checkbox"/> 3 year Budget (work in progress)	Deficit	

# Academic performance KS1 and 2

SUMMARY RESULTS FOR 2017 TO 2019 FOR:

SchoolOrAcademy

Clapham and Patching CofE Primary School

KEY STAGE (all pupils)	2017 Results			2018 Results			2019 Results			2018 vs 2017	2019 vs 2018	2019 vs 2017	2017 GAP	2018 GAP	2019 GAP
	Yr R Cohort	Number GLD	% GLD	Yr R Cohort	Number GLD	% GLD	Yr R Cohort	Number GLD	% GLD	Diff GLD	Diff GLD	Diff GLD	to West Sussex	to West Sussex	to West Sussex
<b>EYFSP</b>															
EYFS - % with a Good level of development	5	4	80.0%	6	4	66.7%	4	1	25.0%	-13.3%	-41.7%	-55.0%	9.0%	-4.8%	-46.9%
<b>PHONICS</b>	Yr 1 cohort	No. working at	% working at	Yr 1 cohort	No. working at	% working at	Yr 1 cohort	No. working at	% working at	Diff WA	Diff WA	Diff WA			
Phonics Year 1 - % that are Working At	10	6	60.0%	7	3	42.9%	8	6	75.0%	-17.1%	32.1%	15.0%	-19.7%	-38.8%	-5.9%
<b>KEY STAGE 1</b>	Yr 2 cohort	Number EXS+	% EXS+	Yr 2 cohort	Number EXS+ / GDS	% EXS+ / GDS	Yr 2 cohort	Number EXS+ / GDS	% EXS+ / GDS	Diff EXS+	Diff EXS+	Diff EXS+			
Key Stage 1 - % RWM EXS+	8	5	62.5%	8	4	50.0%	8	4	50.0%	-12.5%	0.0%	-12.5%	6.3%	-11.5%	-12.9%
Key Stage 1 - % Reading EXS+	8	6	75.0%	8	6	75.0%	8	4	50.0%	0.0%	-25.0%	-25.0%	1.9%	0.4%	-24.6%
Key Stage 1 - % Writing EXS+	8	5	62.5%	8	5	62.5%	8	4	50.0%	0.0%	-12.5%	-12.5%	1.8%	-3.8%	-17.5%
Key Stage 1 - % Maths EXS+	8	6	75.0%	8	5	62.5%	8	5	62.5%	-12.5%	0.0%	-12.5%	4.7%	-11.2%	-11.6%
Key Stage 1 - % Science EXS+	8	7	87.5%	8	6	75.0%	8	5	62.5%	-12.5%	-12.5%	-25.0%	7.5%	-7.1%	-20.4%
Key Stage 1 - % RWM GDS	8	0	0.0%	8	0	0.0%	8	3	37.5%	0.0%	37.5%	37.5%	-5.8%	-7.5%	29.6%
Key Stage 1 - % Reading GDS	8	0	0.0%	8	2	25.0%	8	1	12.5%	25.0%	-12.5%	12.5%	-19.1%	3.6%	-12.5%
Key Stage 1 - % Writing GDS	8	0	0.0%	8	0	0.0%	8	2	25.0%	0.0%	25.0%	25.0%	-9.7%	-11.3%	14.4%
Key Stage 1 - % Maths GDS	8	0	0.0%	8	1	12.5%	8	1	12.5%	12.5%	0.0%	12.5%	-12.7%	-4.3%	-4.7%
<b>KEY STAGE 2</b>	Yr 6 cohort	Number EXS+	% EXS+	Yr 6 cohort	Number EXS+ / GDS	% EXS+ / GDS	Yr 6 cohort	Number EXS+ / GDS	% EXS+ / GDS	Diff EXS+	Diff EXS+	Diff EXS+			
Key Stage 2 - % RWM EXS+	4	3	75.0%	7	5	71.4%	9	3	33.3%	-3.6%	-38.1%	-41.7%	20.1%	10.1%	-28.5%
Key Stage 2 - % Reading EXS+	4	3	75.0%	7	5	71.4%	9	5	55.6%	-3.6%	-15.8%	-19.4%	4.5%	-4.2%	-17.1%
Key Stage 2 - % Writing EXS+	4	3	75.0%	7	5	71.4%	9	5	55.6%	-3.6%	-15.8%	-19.4%	6.5%	-3.7%	-20.1%
Key Stage 2 - % Maths EXS+	4	3	75.0%	7	6	85.7%	9	9	100.0%	10.7%	14.3%	25.0%	4.3%	12.9%	24.2%
Key Stage 2 - % GPS EXS +	4	3	75.0%	7	6	85.7%	9	9	100.0%	10.7%	14.3%	25.0%	1.5%	10.5%	25.3%
Key Stage 2 - % RWM GDS	4	0	0.0%	7	0	0.0%	9	0	0.0%	0.0%	0.0%	0.0%	-4.7%	-6.9%	-7.1%
Key Stage 2 - % Reading GDS	4	1	25.0%	7	0	0.0%	9	2	22.2%	-25.0%	22.2%	-2.8%	1.2%	-28.3%	-4.8%
Key Stage 2 - % Writing GDS	4	0	0.0%	7	3	42.9%	9	0	0.0%	42.9%	-42.9%	0.0%	-8.9%	29.5%	-13.1%
Key Stage 2 - % Maths GDS	4	0	0.0%	7	2	28.6%	9	1	11.1%	28.6%	-17.5%	11.1%	-18.0%	8.3%	-11.5%
Key Stage 2 - % GPS GDS	4	0	0.0%	7	1	14.3%	9	3	33.3%	14.3%	19.0%	33.3%	-24.3%	-15.2%	2.4%

# Education Assessment

- Nationally small schools are finding it difficult to operate and provide a quality of education within the resources they can afford with the number of small schools halving over the last 18 years from 11,500 in 2000 to less than 5,500 in 2018;
- Low pupil numbers have led to a paring of costs and staffing to a core with mixed age classes and limited additional classroom support staff;
- It is difficult to manage learning in mixed age classes and to attract NQTs with future NQT arrangements being skewed against their recruitment to small schools, thereby adding to small school running costs;
- Mixed age classes can have up to 7 development years difference among the teaching group. Research into teaching in mixed age classes indicates that achievement in cognitive skills is often lower than that in single age classes;
- Headteachers of very small schools often have significant teaching commitment reducing time for strategic leadership and management of the school;
- Very small schools often have a higher proportion of SEND pupils and low numbers of PPG. This provides increasing challenge in being able to cover needs effectively;
- Sustaining high standards in very small schools is challenging and it is not unusual for schools to be volatile in their Ofsted inspections;

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# Education Assessment

- Small schools have limited breadth of experience among staff to deliver the breadth and depth of curriculum required to meet the demands of the Ofsted Inspection Framework 2019
- The challenges of the new Ofsted inspection framework (2019), along with responsibilities for pupils' mental health and well being (2018) as well as responsibilities for the delivery of Relationships and Sex Education curriculum (2020) from 2020 increase pressures on small schools with limited capacity;
- Evidence shows that it is becoming increasingly difficult to secure leadership in very small schools with headteacher salaries often being lower than that of deputy headteachers in large schools. It is not unusual for headships of small schools to be difficult to recruit to;
- Very small schools are prone to attract in year admissions of vulnerable pupils due to their surplus capacity which adds pressure on teachers to adapt and also on pupil mobility;

# Education Assessment

- Clapham and Patching CE Primary School has had a volatile history with Ofsted over time. This typically reflects the volatility of small schools and the ability to sustain high quality;
- Ofsted reports in 2007 and 2011 deemed the school to be satisfactory. Although an Ofsted inspection in 2012 judged the school to be good, this was not sustained and the school was inspected as Requiring Improvement in 2017;
- The school is RI and is not making the progress needed quickly enough. With the headteacher undertaking a significant teaching role, this reduces the time and capacity to drive the school improvement;
- The school has a high proportion of pupils with SEND (14%). Due to the first £6000 being covered by the school budget this is unsustainable on the schools current budget.
- The breadth of expertise across the staff and the headteacher's teaching commitment will make it challenging to develop the curriculum to the depth and breadth required with teacher subject knowledge to meet the Ofsted requirements post 2019;

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# Options for the future

- Federation
- Merger
- Closure
- Other

Characteristics	Informal Loose Collaboration	→	Governance Federation
Statutory/non-statutory	Non-statutory – schools can form informal collaborations without having to follow regulations.	Non-statutory – schools can set up soft Federations without having to follow regulations.	Statutory – soft governance Federations are established using Collaboration Regulations made under Section 26 of the Education Act 2002.
Governing body	Each school has its own governing body, with representatives on a joint committee that meets informally on an ad hoc basis.	Each school has its own governing body, with representatives on a joint committee.	Each school has its own governing body, with representation and delegated powers on a joint governance/strategic committee.
Common goals and plans?	All schools share common goals and work together on an ad-hoc basis and through informal agreements.	All schools share common goals; joint committee recommendations, but it is up to the individual governing bodies to authorise decisions / plans.	All schools share common goals through the Service Level Agreement (SLA) and protocol; Joint committee can make joint decisions/ recommendations in specified agreed areas, but not all.
Common budget?	No, but if the schools want to commit to a budgetary decision affecting all schools, each individual school's governing body would need to approve this.	No, but it could make budgetary recommendations for the group which in turn would have to be approved by each individual school's governing body.	No, but if the joint/strategic committee has budgetary powers delegated to it, it can make prompt budgetary decisions on behalf of schools in the Federation.
Shared Staff	Unlikely to have common management positions, but if they do exist, they would have to be agreed in a protocol or contract.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.

Adapted from National Foundation for Educational Research Source: [https://www.teachers.org.uk/files/active/0/SCHL-FEDERATIONATT2\\_JB.doc](https://www.teachers.org.uk/files/active/0/SCHL-FEDERATIONATT2_JB.doc), [Cached](#), [Similar](#)

# Why has this school been selected from the 25 schools identified from the sieve analysis?

- Very few pupils from within the catchment area and this is not changing. The catchment is not generating sufficient pupils to sustain the school. Although numbers are falling, the school is still planning on running 3 mixed age classes which is financially challenging for the longer term future of the school;
- The high proportion of SEND pupils and the financial pressures this creates reduces flexibility and also the long term ability to meet the needs of all pupils
- The volatility of the school's inspection outcomes over the last 10 years along with limited capacity to respond to Ofsted changing requirements re: curriculum breadth;
- Due to capacity, the school is making insufficient progress to move out of RI;
- As so few pupils attend from the catchment area and this is unlikely to change, transport demands increase the average cost per pupil;
- Financial viability into the future is weak;
- Surplus capacity in local schools;
- Diocesan commitment to expand SEND provision in a bigger local school to strengthen SEND provision;

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# Admissions and Transport – alternative schools

(assuming parental preference is for the nearest school)

Children Impacted = 39 (Yr R to Yr 5):

Nearest school:

The pupils attending Clapham and patching come from a wide area along the south coast. Few pupils attend as their catchment school

School	Likelihood of space
Arundel CofE Primary School	Usually oversubscribed
Bishop Tuftnell CofE Primary School, Felpham	Sometimes have space
Broadwater	Usually oversubscribed
Chesswood Junior	Often have space
Downsbrook Primary School	Sometimes have space
Downview Primary School	Usually oversubscribed
Durrington Infant School	Sometimes have space
Durrington Junior School	Often have space
East Preston Infant	Sometimes have space
East Preston Junior	Sometimes have space
Elm Grove	Usually oversubscribed
English Martyrs	Sometimes have space
Ferring CofE Primary School	Usually oversubscribed
Field Place Infant School	Often have space
Georgian Gardens Community Primary School	Sometimes have space
Goring-by-Sea CofE (Aided) Primary School	Usually oversubscribed
Hawthorns Primary School	Usually oversubscribed
Heene Cof E	Usually oversubscribed
Lyminster Primary	Usually oversubscribed
Orchards Junior	Often have space
River Beach Primary School	Usually oversubscribed
Rustington Community	Usually oversubscribed
Springfield Infant School and Nursery	Usually oversubscribed
St Catherine's Littlehampton	Usually oversubscribed
St John the Baptist	Usually oversubscribed
St Margaret's CofE Primary School, Angmering	Sometimes have space
St Marys Washington	Usually oversubscribed
St Marys Worthing	Usually oversubscribed
St Wilfrids School	Sometimes have space
Storrington Primary	Sometimes have space
Summerlea	Usually oversubscribed
The Laurels Primary School Primary School	Usually oversubscribed
Thomas a Becket Infant	Usually oversubscribed
Thomas a Becket Junior School	Often have space
Vale School	Sometimes have space
West Park CE Primary School	Usually oversubscribed
White Meadows	Sometimes have space
Whitehead Primary School	Usually oversubscribed
St Mary's Catholic Primary School, Bognor Regis	Sometimes have space

There is likely to be sufficient space in the Worthing Area to absorb displaced pupils. There are 8 EHCP pupils and their needs/ requirements will need to be specifically addressed .

Transport costs (for those that qualify)

Current School	Moving to	No. pupils	Route	Cost
Clapham @ Patching	The Laurels	3	CP1	£ 9,500
Clapham @ Patching	Summerlea	1	CP2	£ 9,500
Clapham @ Patching	Storrington	1	CP3	£ 9,500

# Community impact

The WSCC Communities team have been consulted as part of the Impact Assessment process. They will provide specific formal feedback in conjunction with the Districts and Boroughs as part of the public consultation. At this stage they have highlighted that:

- Impact on Neighbourhood plan proposals needs to be considered
- Impact on wider community with regard local facilities needs to be considered as any regular clubs or events held at the school will need alternative arrangements.
- Effects on schools receiving pupils would need consideration

# Asset ownership/ Legal

West Sussex County Council  
Economy, Planning & Place

Legal Aspects  
Check List  
T.F. 1865  
Deeds: D2020 & D1447  
Valuation File: DP/V/1593

Job title: Clapham & Patching CE (Controlled) Primary School, The Street, Clapham, BN13 3UU.

1. On what tenure is the site held by WSCC?	<p><b>WSCC DOES NOT OWN THE FREEHOLD TITLE TO ANY PART OF THE SCHOOL PREMISES.</b></p> <p><b>Coloured GREEN</b> - Chichester Diocesan Fund &amp; Board of Finance.</p> <p>~</p> <p><b>Coloured LILAC</b> - WSCC Less than Freehold Highways &amp; Transport Committee. Although this was dedicated this is still part of the School site.</p>
2. Is the site affected by any Tenancy Agreement?	Not that we are aware of.
3. Are there any onerous encumbrances, which could affect development?	<p>The School &amp; The Old School House are Grade II Listed Buildings.</p> <p>~</p> <p>Listed Buildings are shown by the <b>MAGENTA PENTAGONS.</b></p> <p>~</p> <p>The School is within a Conservation Area shown <b>coloured PINK HATCHED GREY, coloured LILAC HATCHED GREY &amp; HATCHED GREY.</b></p> <p>~</p> <p>The School is situated within the SDNP (South Downs National Park).</p>
4. What are the boundary liabilities?	The Terrier & Deeds are silent.
5. Are any accommodation works to be carried out?	Not that we are aware of.
6. Would you investigate whether any rights of way affect the site and confirm the situation in due course?	<p>A Public Right of Way is shown by the <b>RED LINE.</b></p> <p>~</p> <p>The Owners of the School House have a right of way on foot only over the land shown <b>coloured PINK HATCHED BROWN.</b></p>
7. Are you aware of any other legal factor which could affect development?	No.

8. Are there any easements or wayleaves affecting the site?	<p>A Deed of Grant dated 09/02/1979 between the Chichester Diocesan Fund &amp; Board of Finance &amp; the Trustees of the Village Hall to provide foul drainage facilities to the Old Village Hall site. The plan from a photocopy of the original conveyance of this site indicates that the position of this drain is shown by the <b>BROWN PECKED LINE.</b> This plan also shows another section of foul drainage in the position indicated by the <b>YELLOW LINE.</b> Neither of these lines showed up on the search of Southern Water.</p> <p>~</p> <p><b>NOTE: - UK Power Networks</b> Due to Copyright restrictions we are unable to re-produce on our Legal Aspect Plan the data provided - but our search results are shown on the accompanying E Map search, and are as follows:</p> <p>A search dated 05/12/2018 shows:-</p> <ul style="list-style-type: none"> <li>• An 11kv underground cable in the position indicated by the <b>RED LINE.</b></li> <li>• Low voltage underground cables in the positions indicated by the <b>GREEN LINES.</b></li> <li>• Service cables in the positions indicated by the <b>TURQUOISE LINES.</b></li> </ul> <p>~</p> <p>A search dated 05/12/2018 of Southern Gas Networks shows no results.</p> <p>~</p> <p>A search dated 05/12/2018 of Southern Water shows the following:-</p> <ul style="list-style-type: none"> <li>• Water pipes in the positions indicated by the <b>BLUE LINES.</b></li> <li>• Foul water sewers in the positions indicated by the <b>BROWN LINES.</b></li> </ul> <p><b>Please check with all supply authorities.</b></p>
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# Asset ownership/ Legal



9. Does WSCC have an interest in or own any land adjacent to the site?	<b>Coloured LILAC</b> - WSCC Less than Freehold Highway & Transport Committee.
10. Do you have any details of the land being used for any purpose other than present use?	No.
11. Does the property fall within an area known to contain radon and in which band does it fall?	Band 4. 5-10%
12. Has any part of the site been subject to a submission under the Dept. for Children Schools and Families Section 77 - General Consent for Change of Playing Field Use?	No.
13. Miscellaneous Information	-

Compiled from the Terrier Records

Land and Property Information  
AUGUST 2001 - KL  
CHECKED DECEMBER 2018 - LGH  
CHECKED MARCH 2019 - LGH

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### Clapham & Patching CE Primary School

N	Scale @ A4 1:500	Produced by Land & Property Information	
	Plot Date : 05/12/2018	Economy, Planning & Place	

# Raising Standards

## Supporting Small Schools in West Sussex Compton & Up Marden– Draft Impact Assessment

Education & Skills Directorate

# Impact Assessment – DFE guidance

- There is a presumption against the closure of rural schools. This does not mean that a rural school will never close, but the case for closure should be strong and a proposal must be clearly in the best interests of educational provision in the area.
- When producing a proposal, the proposer must carefully consider:
  - The likely effect of the closure of the school on the local community;
  - educational standards at the school and the likely effect on standards at neighbouring schools;
  - the availability, and likely cost to the LA, of transport to other schools;
  - any increase in the use of motor vehicles which is likely to result from the closure of the school, and the likely effects of any such increase; and
  - any alternatives to the closure of the school.



# School Effectiveness Strategy – Organisation

➤ **AIM** “strong model of sustainable education for all types of school and key stages by 2022”.

## ➤ Objectives

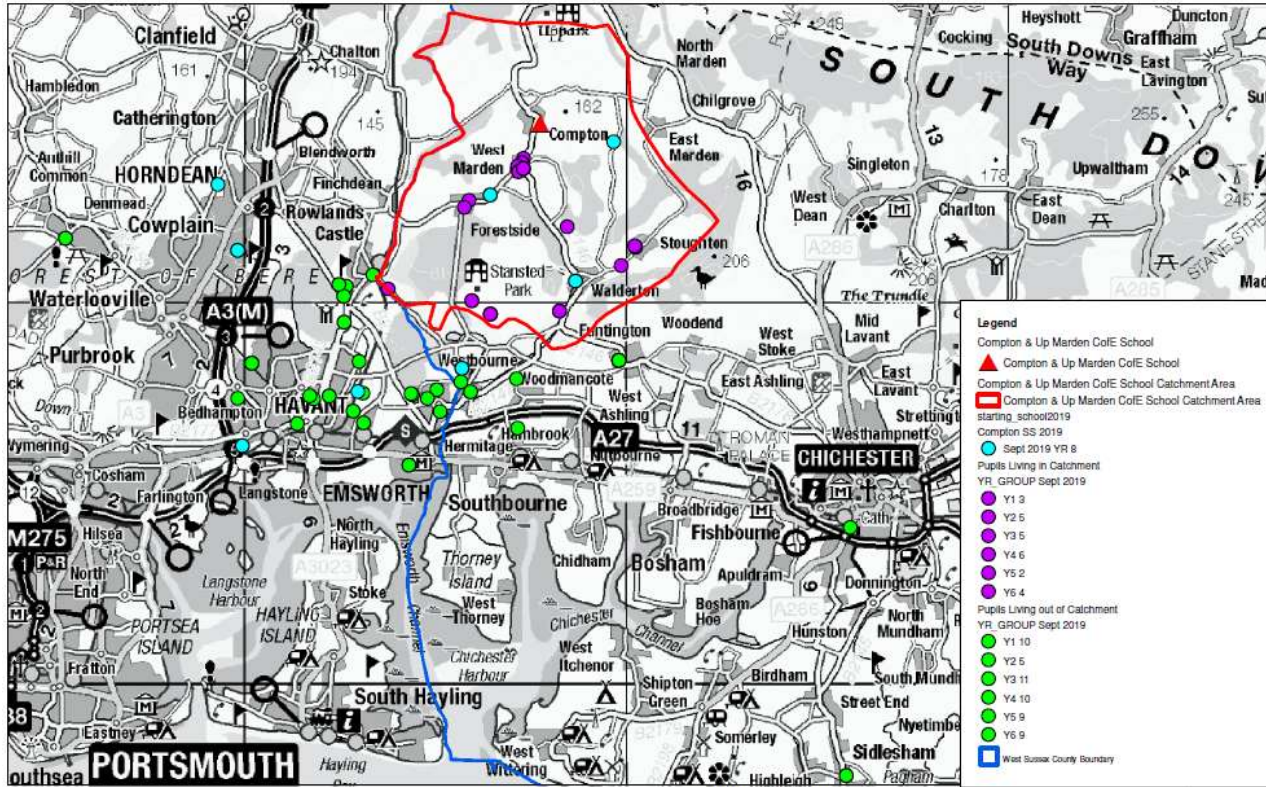
- Establish a preferred model of all-through primary provision for children from 4-11 years old.
- Secure sufficient places for children in all phases and types of school.
- Maximise the proportion of children being offered a place at one of their three school preferences.
- Primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, attract pupils from the local community and provide strong outcomes for children.
- Primary schools will be readily accessible\* to pupils; for the majority of children within walking distance in urban areas and with transport to school in rural areas.
- *Pupils under eight may receive transport if they live more than 2 miles away from their catchment school, or nearest suitable school and 3 miles for children over eight*

**WSCC are committed to working with schools and the Diocese to develop “area based plans” to provide the best provision of school places and outcomes for pupils within a given locality.**<sup>3</sup>

# Compton & Up Marden - Core Information

PAN	20
Net Capacity	140
Type of Establishment	Primary
STATUS	VC
AGE RANGE	4-11
CURRENT NOR (Census 2019)	90 (EHCP 0, Pupil Premium 2)
PROJECTED NOR in 2022 (DEMAND - 1ST PREFERENCE/ DEVELOPMENT)	93
SSC PROVISION	N/A
SSC on site	N/A
EARLY YEARS on site	N/A
Urban/Rural (name)	Rural
OFSTED RATING	Requires Improvement
DATE OF LAST INSP	February 2018

# Compton & Up Marden– where do the pupils come from?



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Pupils Attending  
Compton & Up Marden C of E School  
September 2019

1:125,000



	Capacity 2017/18 (PPP 2017/18)	% pupils attending school from outside catchment (+ 50%)	% of pupils attending catchment school (- 50%)
<b>COMPTON</b>	<b>140</b>	<b>67%</b>	<b>43%</b>

# Compton & Up Marden – Financials

## Summary of Balances over 5 year period

		balance 2014-15	Acc fund	balance 2015-16	Acc fund	balance 2016-17	Acc fund	balance 2017-18	Acc fund	balance 2018-19	Acc fund
3010	COMPTON	28,071.57	3,286.65	7,327.19	3,286.65	-15,370.81	0.00	-39,396.24	0.00	3,761.80	0.00

## Potential change in funding based on Projected NOR 2022

		2019-20 pupil level funding* (A)	2019-20 NOR used for budgets (B)	forecast NOR 2022 ( C )	change from 2019-20 (D)	Potential change in funding (E) (A*D)	2019-20 MFG figure - "impact of £20k lump sum reduction"	Potential 2020-21 allocation Difference from £20k (F)	Potential funding change from today (E + F)	Balance 2018-19 carried forward (G)
3010	COMPTON	3,206.91	83	93	10	32,069.10	6,424.34	-13,575.66	18,493.44	3,761.80

\*2019-20 pupil level funding excludes lump sum(s) and rates

(F) in 2020-21 expect lump sum to reduce a further £20k, using 2019-20 logic the actual change might be similar

(G) is 2018-19 balance carried forward for reference

# Compton & Up Marden – Potential stranded contract costs

Potential Stranded costs						Net Expenditure in 2018-19																								
DfE	Cost centre	School	Total Funding in 2018-19 from SBS £	Total spend in 2018-19	Total Funding in 2019-20 from SBS for reference £	Staffing	Staff training (codes) incl APP Levy	Exclude Rates	Buildings Maint	Energy	Utilities other	Cleaning Contracts	Other cleaning	Transport	IT	Supplies non IT codes	SLA (rech exc 73* and 88*) risk to WSCC	SLA codes non WSCC	Capital Spend	Income	04 income ( includes UIFSM / PE GRANT / Teacher Pay / High needs and rates Adj)	Other								
3010	AE30	COMPTON	410,316.54	413,314.23	426,948.36	357,821.42	4,748.00	13,560.00	8,354.91	6,035.51	1,575.87	11,981.52	1,013.65	1,922.44	9,428.33	19,616.12	9,607.54	9,531.08	6,759.49	-10,423.33	-38,987.40	769.08								
<p><b>NB</b> based on 2018-19 spending patterns</p> <p><b>KEY Assumptions - Contracts would be terminated and incur some level of severance fee</b> Exact school details will differ apart from corporate contracts, can assume some multi year contracts / leases</p> <p><b>Assumed areas where contract cost reside</b> Buildings Maint - majority of this spend is on grounds and building maintenance, likely to be in contracts Cleaning Contracts ! Transport - potential for contracts with local bus companies for trips / PE provision etc IT - range of potential SLA / licences etc Supplies non IT codes - range of consumable and also Meals contract (Chartwells etc.) would not be cost of contract would be exit clause costs, but in theory pupils will move to other schools so contract would not lose out ? SLA codes non WSCC - range of contracts some IT related might assume multi year arrangements ? SLA with the LA will have no severance charge if timelines for giving notice are adhered to</p> <p><b>Therefore potential range would be up to;</b></p> <table border="1"> <thead> <tr> <th>DfE</th> <th>Cost centre</th> <th>School</th> <th>Up to equivalent spend in 2018-19 ? (Rounded)</th> </tr> </thead> <tbody> <tr> <td>3010</td> <td>AE30</td> <td>COMPTON</td> <td>61,000.00</td> </tr> </tbody> </table>																							DfE	Cost centre	School	Up to equivalent spend in 2018-19 ? (Rounded)	3010	AE30	COMPTON	61,000.00
DfE	Cost centre	School	Up to equivalent spend in 2018-19 ? (Rounded)																											
3010	AE30	COMPTON	61,000.00																											

# Compton & Up Marden SLA/ Support Services 18/19

Provider	Name	Cost £
Buildings and Energy Information Service	Building & Energy Information Services	325
Buildings and Energy Information Service	School Charge Energy Certificates	95
Catering and Extended Catering Services	2018/19 - Free School Meal Service - Primary	0
Data Subscriptions	FFT Aspire and Data ePODs	89.94
Employment Support Services	Employment Support Level 2	2325.76
Building Surveying/Engineering Support	Level 2 - Building Surveying & Engineering Professional Services	1652.1
Caretaking and Premises Support	Level 2 - Caretaking & premises support core SLA	549
Grounds Maintenance Support	Level 2 - Grounds maintenance core SLA	320
Finance for Schools	Schools Financial Services Service Level Agreement 2018/19	1134
Finance for Schools	Pay as You Go - Closedown Service 18/19	137
Finance for Schools	Pre-Booked Peripatetic Bursar Visit / Dial Up - Accounts Check and Budget Preparation	222
Finance for Schools	Sickness and Maternity Insurance Scheme - Primary	3366
Furniture and Supplies Team	Level 2 - Supplies core SLA services 1 Year	405
Governor Support Service	Governor Services	1020
Insurance	Building and Contents	200
Insurance	Third Party Hirers Public Liability Insurance - Registration Fee	10
Insurance	Insurance	1717
Insurance	School Journey Insurance - Off Site Activities	31.53
Schools Library Service	Schools Library Service	1058.8
West Sussex SIMS Support	Level 2 - SIMS Support	958.9
West Sussex SIMS Support	SIMS Licenses	351
<b>Total</b>		<b>15968</b>

Name	Education Advisor Category	SIFD	School Support 17-18	School Support 18-19	Leadership support 18-19
Compton & Up Marden	3b	N	Y £5K Solent Teaching Alliance	Y £5K Solent Teaching Alliance	Y Preparation for inspection (£90); Heads Up (£585)

# West Sussex School Effectiveness Strategy

## – 12 key questions

- 1. Does the school have an infant to junior relationship with another school?
- 2. Is there a vacancy for a head teacher?
- 3. Is the curriculum better delivered by working with other nearby schools?
- 4. Does the budget prohibit leadership responsibilities from being distributed amongst a range of staff?
- 5. Does the school have difficulties recruiting high quality teachers, leaders or governors?
- 6. Can all the schools in an area sustain the projected numbers of local pupils over the next 5 years?
- 7. Are maximum pupil numbers for the school equal to or less than 100?
- 8. Does the school have less than or equal to 75% of pupils on roll in proportion to its capacity?
- 9. Do parental preferences for the school, taking into account the planned housing development, support the school reaching or exceeding 95% of the schools actual net capacity over the next 5 years?
- 10. Is the Ofsted inspection overall judgement of the school good or better (or recent LA monitoring indicates the school is not moving quickly to good)?
- 11. Does the financial projection for the next 3 years show a sustainable budget?
- 12. Does the school offer a specialism that is not replicated elsewhere in the area ?

# Compton & Up Marden / School Effectiveness Strategy 12 key questions

	Capacity 2017/18 (PPP 2017/18)	% pupils attending school from outside catchment (+ 50%)	% of pupils attending catchment school (- 50%)	Current NOR (per pupil flow download Jan 2019)	Current Nor/ Capacity (Jan 2019)	Projected NOR 2022 (Edge Oct 2018)	OFSTED	3 Year Budget (November 2018)
COMPTON	140	67%	43%	90	64%	93	Requires improvement	

<input type="checkbox"/> % pupils attending school from outside catchment (+ 50%)	>50%	>40%
<input type="checkbox"/> % of pupils attending catchment school (-50%)	<60%	<50%
<input type="checkbox"/> Current NOR (Census Jan 18 2018)	<110	<100
<input type="checkbox"/> Current Nor/ Capacity	<75%	<80%
<input type="checkbox"/> Projected NOR 2022 (Edge May 2018)	<110	<100
<input type="checkbox"/> OFSTED	RI	
<input type="checkbox"/> 3 year Budget (work in progress)	Deficit	



# PW2 Academic performance KS1 and 2

SUMMARY RESULTS FOR 2017 TO 2019 FOR:

SchoolOrAcademy

Compton and Up Marden CofE Primary School

KEY STAGE (all pupils)	2017 Results			2018 Results			2019 Results			2018 vs 2017	2019 vs 2018	2019 vs 2017	2017 GAP	2018 GAP	2019 GAP
	Yr R Cohort	Number GLD	% GLD	Yr R Cohort	Number GLD	% GLD	Yr R Cohort	Number GLD	% GLD	Diff GLD	Diff GLD	Diff GLD	to West Sussex	to West Sussex	to West Sussex
<b>EYFSP</b>															
EYFS - % with a Good level of development	17	12	70.6%	11	7	63.6%	13	11	84.6%	-7.0%	21.0%	14.0%	-0.4%	-7.8%	12.7%
<b>PHONICS</b>	Yr 1 cohort	No. working at	% working at	Yr 1 cohort	No. working at	% working at	Yr 1 cohort	No. working at	% working at	Diff WA	Diff WA	Diff WA			
Phonics Year 1 - % that are Working At	11	9	81.8%	15	13	86.7%	10	7	70.0%	4.8%	-16.7%	-11.8%	2.1%	5.0%	-10.9%
<b>KEY STAGE 1</b>	Yr 2 cohort	Number EXS+	% EXS+	Yr 2 cohort	Number EXS+ /GDS	% EXS+ / GDS	Yr 2 cohort	Number EXS+ /GDS	% EXS+ / GDS	Diff EXS+	Diff EXS+	Diff EXS+			
Key Stage 1 - % RWM EXS+	12	1	8.3%	11	3	27.3%	15	9	60.0%	18.9%	32.7%	51.7%	-47.8%	-34.2%	-2.9%
Key Stage 1 - % Reading EXS+	12	7	58.3%	11	7	63.6%	15	10	66.7%	5.3%	3.1%	8.4%	-14.8%	-10.9%	-7.9%
Key Stage 1 - % Writing EXS+	12	1	8.3%	11	4	36.4%	15	9	60.0%	28.0%	23.6%	51.7%	-52.4%	-29.9%	-7.5%
Key Stage 1 - % Maths EXS+	12	3	25.0%	11	7	63.6%	15	12	80.0%	38.6%	16.4%	55.0%	-45.3%	-10.1%	5.9%
Key Stage 1 - % Science EXS+	12	9	75.0%	11	10	90.9%	15	11	73.3%	15.9%	-17.6%	-1.7%	-5.0%	8.8%	-9.6%
Key Stage 1 - % RWM GDS	12	0	0.0%	11	0	0.0%	15	9	60.0%	0.0%	60.0%	60.0%	-5.8%	-7.5%	52.1%
Key Stage 1 - % Reading GDS	12	1	8.3%	11	1	9.1%	15	4	26.7%	0.8%	17.6%	18.4%	-10.8%	-12.3%	1.7%
Key Stage 1 - % Writing GDS	12	0	0.0%	11	0	0.0%	15	2	13.3%	0.0%	13.3%	13.3%	-9.7%	-11.3%	2.7%
Key Stage 1 - % Maths GDS	12	0	0.0%	11	0	0.0%	15	4	26.7%	0.0%	26.7%	26.7%	-12.7%	-16.8%	9.5%
<b>KEY STAGE 2</b>	Yr 6 cohort	Number EXS+	% EXS+	Yr 6 cohort	Number EXS+ /GDS	% EXS+ / GDS	Yr 6 cohort	Number EXS+ /GDS	% EXS+ / GDS	Diff EXS+	Diff EXS+	Diff EXS+			
Key Stage 2 - % RWM EXS+	6	3	50.0%	9	6	66.7%	9	6	66.7%	16.7%	0.0%	16.7%	-4.9%	5.4%	4.9%
Key Stage 2 - % Reading EXS+	6	4	66.7%	9	7	77.8%	9	6	66.7%	11.1%	-11.1%	0.0%	-3.8%	2.1%	-6.0%
Key Stage 2 - % Writing EXS+	6	3	50.0%	9	6	66.7%	9	6	66.7%	16.7%	0.0%	16.7%	-18.5%	-8.4%	-9.0%
Key Stage 2 - % Maths EXS+	6	3	50.0%	9	8	88.9%	9	7	77.8%	38.9%	-11.1%	27.8%	-20.7%	16.1%	2.0%
Key Stage 2 - % GPS EXS +	6	3	50.0%	9	6	66.7%	9	6	66.7%	16.7%	0.0%	16.7%	-23.5%	-8.6%	-8.0%
Key Stage 2 - % RWM GDS	6	1	16.7%	9	0	0.0%	9	1	11.1%	-16.7%	11.1%	-5.6%	12.0%	-6.9%	4.0%
Key Stage 2 - % Reading GDS	6	2	33.3%	9	2	22.2%	9	3	33.3%	-11.1%	11.1%	0.0%	9.6%	-6.1%	6.3%
Key Stage 2 - % Writing GDS	6	1	16.7%	9	1	11.1%	9	2	22.2%	-5.6%	11.1%	5.5%	7.8%	-2.3%	9.1%
Key Stage 2 - % Maths GDS	6	1	16.7%	9	3	33.3%	9	1	11.1%	16.7%	-22.2%	-5.6%	-1.4%	13.1%	-11.5%
Key Stage 2 - % GPS GDS	6	1	16.7%	9	1	11.1%	9	3	33.3%	-5.6%	22.2%	16.6%	-7.7%	-18.4%	2.4%

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**PW2**

can we also have 2019 data and ragged against WSCC and national please

Paul Wagstaff, 06/08/19

# Education Assessment

- Nationally small schools are finding it difficult to operate and provide a quality of education within the resources they can afford with the number of small schools halving over the last 18 years from 11,500 in 2000 to less than 5,500 in 2018;
- Low pupil numbers have led to a paring of costs and staffing to a core with mixed age classes and limited additional classroom support staff;
- It is difficult to manage learning in mixed age classes and to attract NQTs with future NQT arrangements being skewed against their recruitment to small schools, thereby adding to small school running costs;
- Mixed age classes can have up to 7 development years difference among the teaching group. Research into teaching in mixed age classes indicates that achievement in cognitive skills is often lower than that in single age classes;
- Headteachers of very small schools often have significant teaching commitment reducing time for strategic leadership and management of the school;
- Very small schools often have a higher proportion of SEND pupils and low numbers of PPG. This provides increasing challenge in being able to cover needs effectively;
- Sustaining high standards in very small schools is challenging and it is not unusual for schools to be volatile in their Ofsted inspections;

# Education Assessment

- Small schools have limited breadth of experience among staff to deliver the breadth and depth of curriculum required to meet the demands of the Ofsted Inspection Framework 2019
- The challenges of the new Ofsted inspection framework (2019), along with responsibilities for pupils' mental health and well being (2018) as well as responsibilities for the delivery of Relationships and Sex Education curriculum (2020) from 2020 increase pressures on small schools with limited capacity;
- Evidence shows that it is becoming increasingly difficult to secure leadership in very small schools with headteacher salaries often being lower than that of deputy headteachers in large schools. It is not unusual for headships of small schools to be difficult to recruit to;
- Very small schools are prone to attract in year admissions of vulnerable pupils due to their surplus capacity which adds pressure on teachers to adapt and also on pupil mobility;

# Education Assessment

- Compton Up Marden CE Primary School has had a volatile history with Ofsted over time. This typically reflects the volatility of small schools and the ability to sustain high quality;
- Ofsted reports in 2007 and 2011 deemed the school to be satisfactory. An Ofsted inspection in 2013 judged the school to be requiring improvement. A second inspection in 2015 again judged the school to be requiring improvement.
- Although the latest inspection in 2018 judged the school to be RI, the headteacher and governors are making some progress but not sufficient to turn the school around. The headteacher has a significant teaching role. Capacity at governance and leadership levels is limited and therefore the school is not making the progress it needs to;
- The school has a high proportion of pupils with SEND. The breadth of expertise across the staff and the headteacher's teaching commitment will make it challenging to develop the curriculum to the depth and breadth required with teacher subject knowledge to meet the Ofsted requirements post 2019;

# Options for the future

- Federation
- Merger
- Closure
- Other

Characteristics	Informal Loose Collaboration	—————→	Governance Federation
Statutory/non-statutory	Non-statutory – schools can form informal collaborations without having to follow regulations.	Non-statutory – schools can set up soft Federations without having to follow regulations.	Statutory – soft governance Federations are established using Collaboration Regulations made under Section 26 of the Education Act 2002.
Governing body	Each school has its own governing body, with representatives on a joint committee that meets informally on an ad hoc basis.	Each school has its own governing body, with representatives on a joint committee.	Each school has its own governing body, with representation and delegated powers on a joint governance/strategic committee.
Common goals and plans?	All schools share common goals and work together on an ad-hoc basis and through informal agreements.	All schools share common goals; joint committee recommendations, but it is up to the individual governing bodies to authorise decisions / plans.	All schools share common goals through the Service Level Agreement (SLA) and protocol; Joint committee can make joint decisions/ recommendations in specified agreed areas, but not all.
Common budget?	No, but if the schools want to commit to a budgetary decision affecting all schools, each individual school's governing body would need to approve this.	No, but it could make budgetary recommendations for the group which in turn would have to be approved by each individual school's governing body.	No, but if the joint/strategic committee has budgetary powers delegated to it, it can make prompt budgetary decisions on behalf of schools in the Federation.
Shared Staff	Unlikely to have common management positions, but if they do exist, they would have to be agreed in a protocol or contract.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.
			Common management positions and appointments agreed by single governing body in a simple and effective manner. Schools can agree to have a single executive head teacher responsible to the schools in the hard Federation.

Adapted from National Foundation for Educational Research Source: [https://www.teachers.org.uk/files/active/0/SCHL-FEDERATIONATT2\\_JB.doc](https://www.teachers.org.uk/files/active/0/SCHL-FEDERATIONATT2_JB.doc), [Cached](#), [Similar](#)

# Why my school from the 25 schools identified from the sieve analysis?

- Pupil numbers from within the community are very low and unlikely to change over time;
- The majority of pupils attend from local Hampshire Schools. However, the future of this is not guaranteed due to surplus places in Hampshire close to Compton Up Marden;
- The pressure that such low numbers places on leadership capacity due to the HT's teaching role and the challenge of strategically leading the school forward and meeting the major changes to curriculum expected by Ofsted;
- The inability to find potential federation partners;
- The quality of education provided and the slow progress towards moving the school from RI due to the capacity of leadership and governance;

# Admissions and Transport – alternative schools

(assuming parental preference is for the nearest school)

Children Impacted = 73 (Yr R to Yr 5) :

Out of county children (Hampshire 34)

Nearest school:

- Westbourne = 25
- Funtington = 6
- Harting = 3
- Others = 5

School	Likelihood of space
Funtington Primary School	Sometimes have space
West Dean CE Primary School	Usually oversubscribed
Southbourne Junior School	Sometimes have space
Westbourne Primary School	Usually oversubscribed
Rogate CofE Primary School	Usually oversubscribed
Harting CE Primary School	Usually oversubscribed
Southbourne Infant School	Sometimes have space
Thorney Island Primary School	Usually oversubscribed
Chidham Parochial Primary School	Usually oversubscribed
Sidlesham Primary School	Sometimes have space
Medmerry Primary School	Usually oversubscribed
Birdham CE Primary School	Usually oversubscribed
St Richard's Catholic Primary School	Usually oversubscribed
Kingsham Primary School	Usually oversubscribed
Lancastrian Infant School	Often have space

There is unlikely to be sufficient space at Westbourne to absorb displaced pupils as the schools is full. Additional capacity will be required at this school at an estimated capital cost of £300K to £500K.

Transport costs (for those that qualify)

Current School	Moving to	No. pupils	Route	Cost				
Compton & Upmarden	Westbourne	13	WB1	£ 30,000				
Compton & Upmarden	West Dean	1	WD1	£ 15,000	Taxis hard to procure in area = cost			
Compton & Upmarden	Harting	2	H1	£ 15,000				
Compton & Upmarden	Funtington	2	F1	£ 15,000				

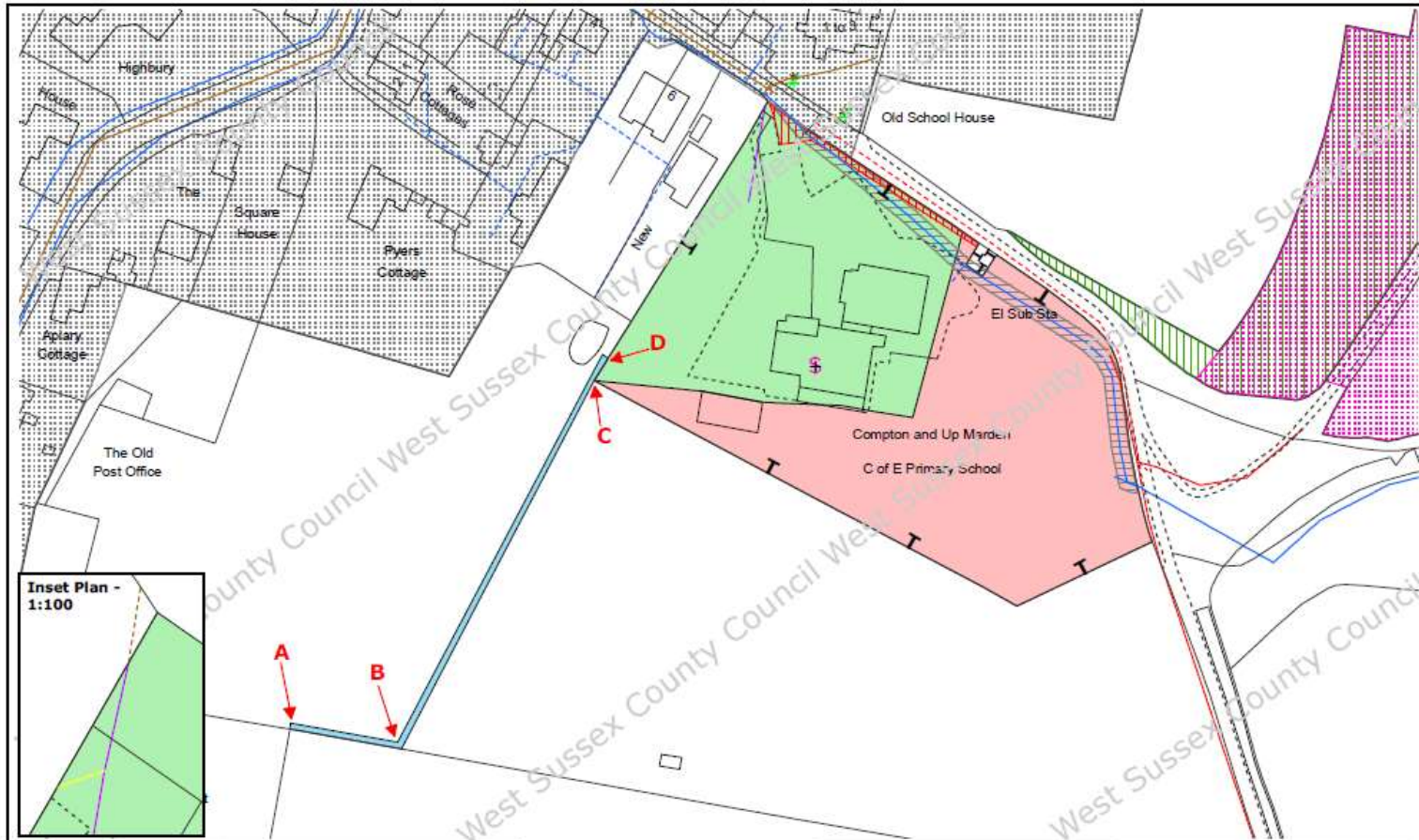


# Community impact

The WSCC Communities team have been consulted as part of the Impact Assessment process. They will provide specific formal feedback in conjunction with the Districts and Boroughs as part of the public consultation. At this stage they have highlighted that:

- Impact on Neighbourhood plan proposals needs to be considered
- Impact on wider community with regard local facilities needs to be considered as any regular clubs or events held at the school will need alternative arrangements
- Effects on schools receiving pupils would need consideration

# Asset ownership/ Legal



**Compton & Upmarden C of E Primary School**

	Scale @ A4 :	1:1,250	For Identification Only produced strictly for WSCC internal use and WSCC project work only	Produced by Land & Property Information  <b>Economy, Planning &amp; Place</b>	
	Plot Date :	09/11/2018			
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# Asset ownership/ Legal

West Sussex County Council  
Economy, Planning & Place

Legal Aspects  
Check List  
T.F. 3796  
Deeds: D3587  
File: DP/V/914

Job title: Compton & Upmarden C of E Primary School, School Lane,  
Compton, Chichester, PO18 9EZ.

1. On what tenure is the site held by WSCC?	<p><b>Coloured PINK</b> – WSCC Freehold Education Committee. (Title WSX327952).</p> <p><b>Coloured GREEN</b> – Freehold vested in the School Trustees, Chichester Diocesan Fund &amp; Board of Finance.</p>
2. Is the site affected by any Tenancy Agreement?	<p>Licence dated 30/08/2017 between Licensor's Philip Robin Bray &amp; Melanie Bray to WSCC &amp; Sarah Hutchinson (School Governors) to use a route over land for the Benefit of Compton &amp; Upmarden COE Primary School:-</p> <ul style="list-style-type: none"> <li>Permitted Route – footpath is (no more than 2 meters wide) is shown <b>coloured BLUE</b>.</li> <li>Permitted use – to pass/repass on foot only (but without any dogs (other than guide, hearing &amp; assistance dogs) or other pets) over &amp; along the Permitted Route to gain access to &amp; egress from the Licensee's property for all purposes connected with the use of the Licensee's property as a primary school.</li> </ul> <p><u>Licensee's Obligations include:-</u></p> <ul style="list-style-type: none"> <li>Within 8 weeks of the date of this Licence to erect good &amp; sufficient stock proof fences along the edges of the whole of the permitted route to a height of no less than 1.2 metres.</li> <li>Lockable gates between the points marked 'A'-'B' &amp; 'C'-'D'.</li> <li>2 metal gates in the stock proof fencing in a position to be agreed so that the Licensor (&amp; those claiming title under the Licensor) can pass &amp; cross the permitted route to &amp; from the rest of the property owned by the Licensor.</li> </ul>

	<p><u>Governors Obligations include:-</u></p> <ul style="list-style-type: none"> <li>Keep the permitted route &amp; the fences &amp; gates clean &amp; free from obstructions &amp; in good repair &amp; conditions.</li> <li>Keep the gates at points 'A'-'C' &amp; 'B'-'D' closed and always locked when the Licensee is not using the permitted route (this is as written in the Licence however sense would dictate the letters should be 'A'-'B' &amp; 'C'-'D').</li> <li>Regularly maintain the path along the permitted route &amp; carry out reasonably adequate inspection of the path.</li> <li>To mow the path along the permitted route &amp; clear it of obstructions.</li> <li>Keep a written record of inspection &amp; maintenance works relating to the path.</li> </ul>
3. Are there any onerous encumbrances, which could affect development?	<p>A Listed Building is shown by the <b>MAGENTA PENTAGON</b>.</p> <p>~</p> <p>A Conservation area is shown <b>STIPPLED GREY</b>.</p> <p>~</p> <p>Ancient Woodland is shown <b>STIPPLED MAGENTA</b>.</p> <p>~</p> <p>A search of CDC's website shows two TPO's as follows:</p> <ul style="list-style-type: none"> <li>TPO 51/00377/TPO dated in 1951 – relates to an area of trees shown <b>HATCHED GREEN</b>.</li> <li>TPO 89/00381/TPO dated 08/09/1989 relates to 2 trees, a Yew &amp; a Horse Chestnut and are shown by the <b>GREEN TRIANGLES</b>.</li> </ul> <p>~</p> <p>The School is situated within the South Downs National Park (SDNP).</p>

# Asset ownership/ Legal

4. What are the boundary liabilities?	<p>See <b>'T' markings.</b></p> <p>The Conveyance dated 16/05/1961 shows WSCC to erect a chain link fence with concrete posts 4ft high along the north-west boundary. The remainder of the boundaries to be a stockproof fence.</p>
5. Are any accommodation works to be carried out?	Not that we are aware of.
6. Would you investigate whether any rights of way affect the site and confirm the situation in due course?	<p>Public Rights of Way are shown by the <b>RED LINES.</b></p> <p style="text-align: center;">~</p> <p>A Permissive Public Right of Way is shown by the <b>RED PECKED LINE.</b></p> <p style="text-align: center;">~</p> <p>Register of Title dated 19/05/2009 shows WSCC has a right of way (with or without vehicles, plants &amp; machinery) over the land shown <b>coloured GREEN</b> for the purpose of access &amp; egress from WSCC's remaining land.</p> <p style="text-align: center;">~</p> <p>Southern Electricity Board is granted a right of way for all purposes, over the land shown <b>coloured GREEN HATCHED RED &amp; coloured PINK HATCHED RED.</b></p>
7. Are you aware of any other legal factor which could affect development?	See No 3.
8. Are there any easements or wayleaves affecting the site?	<p>Deed dated 10/05/1963:-</p> <ul style="list-style-type: none"> <li>• Arthur B Bray and others grant to WSCC a right to lay a six inch sewer in the approximate position shown by the <b>BROWN PECKED LINE</b>, for the purposes of passage of sewage, water and soil to the public sewer in School Lane.</li> <li>• WSCC to grant to Arthur B Bray and others a right to lay a six inch sewer in the approximate position shown by the <b>YELLOW LINE</b> for the purposes of connecting into WSCC's drain shown by the <b>PURPLE LINE</b> (it</li> </ul>

	<p>is not known if this drain is still in situ as it did not show on the relevant searches).</p> <p><b>See Inset plan.</b></p> <p style="text-align: center;">~</p> <p>Agreement dated 01/07/1964 the Portsmouth Water Co are granted an easement in perpetuity over a 15ft wide strip of land shown <b>coloured PINK HATCHED GREY &amp; coloured GREEN HATCHED GREY</b> for the purpose of constructing, laying, renewing, repairing, maintaining, inspecting, operating &amp; the performance of other connected works on line/s of water pipes together with such valve boxes, inspection chambers &amp; markers as may be necessary for the passage of water at high pressure through the strip of land.</p> <p><b>WSCC covenant:</b></p> <ul style="list-style-type: none"> <li>• Not to erect any structures, other than boundary walls or fences nor to plant trees or shrubs on the strip of land.</li> <li>• Not to withdraw the natural support hitherto enjoyed by that land.</li> <li>• Not to raise or lower the surface of that land without WSCC's written consent.</li> </ul> <p style="text-align: center;">~</p> <p><b>NOTE: - SSE</b> Due to Copyright restrictions we are unable to re-produce on our Legal Aspect Plan the data provided - but our search results are shown on the accompanying search, and are as follows:</p> <p>Search dated 09/11/2018:-</p> <ul style="list-style-type: none"> <li>• 11kv overhead cables in the positions indicated by the <b>RED LINES WITH THE LARGE PURPLE DOTS.</b></li> <li>• An 11kv underground cable in the position indicated by the <b>RED LINE.</b></li> <li>• Low voltage underground cables in the positions indicated by the</li> </ul>
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# Asset ownership/ Legal

CHECKED JANUARY 2019 - LGH  
CHECKED MARCH 2019 - LGH

## FOR WSCC INTERNAL USE ONLY

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	<p><b>BROWN LINES.</b></p> <ul style="list-style-type: none"> <li>• Service cables in the positions indicated by the <b>ORANGE LINES.</b></li> <li>• A Sub-station shown <b>STIPPLED RED.</b></li> </ul> <p>~</p> <p>A search dated 09/11/2018 of Southern Gas Networks provided no results.</p> <p>~</p> <p>A search dated 09/11/2018 of Portsmouth Water shows the following:</p> <ul style="list-style-type: none"> <li>• Water pipes in the positions indicated by the <b>BLUE LINES.</b></li> <li>• Private water pipes in the positions indicated by the <b>BLUE PECKED LINES.</b></li> </ul> <p>~</p> <p>A search dated 09/11/2018 of Southern Water shows foul water sewers in the positions indicated by the <b>BROWN LINES.</b></p> <p><b>Please check with all supply authorities.</b></p>
9. Does WSCC have an interest in or own any land adjacent to the site?	No
10. Do you have any details of the land being used for any purpose other than present use?	Agricultural.
11. Does the property fall within an area known to contain radon and in which band does it fall?	Band 3 3-5%
12. Has any part of the site been subject to a submission under the Dept. for Children Schools and Families Section 77 - General Consent for Change of Playing Field Use?	No
13. Miscellaneous Information	-

Compiled from the Terrier Records

Land and Property Information

MAY 2000

CHECKED MARCH 2007

UPDATED DECEMBER 2010 - EW

CHECKED & UPDATED DECEMBER 2016 - LGH

CHECKED FEBRUARY 2017 - LGH

CHECKED & UPDATED NOVEMBER 2018 - LGH

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# Raising Standards

## Supporting Small Schools in West Sussex

### Stedham– Draft Impact Assessment

Education & Skills Directorate

# Impact Assessment – DFE guidance

- There is a presumption against the closure of rural schools. This does not mean that a rural school will never close, but the case for closure should be strong and a proposal must be clearly in the best interests of educational provision in the area.
- When producing a proposal, the proposer must carefully consider:
  - The likely effect of the closure of the school on the local community;
  - educational standards at the school and the likely effect on standards at neighbouring schools;
  - the availability, and likely cost to the LA, of transport to other schools;
  - any increase in the use of motor vehicles which is likely to result from the closure of the school, and the likely effects of any such increase; and
  - any alternatives to the closure of the school.



# School Effectiveness Strategy – Organisation

➤ **AIM** “strong model of sustainable education for all types of school and key stages by 2022”.

## ➤ Objectives

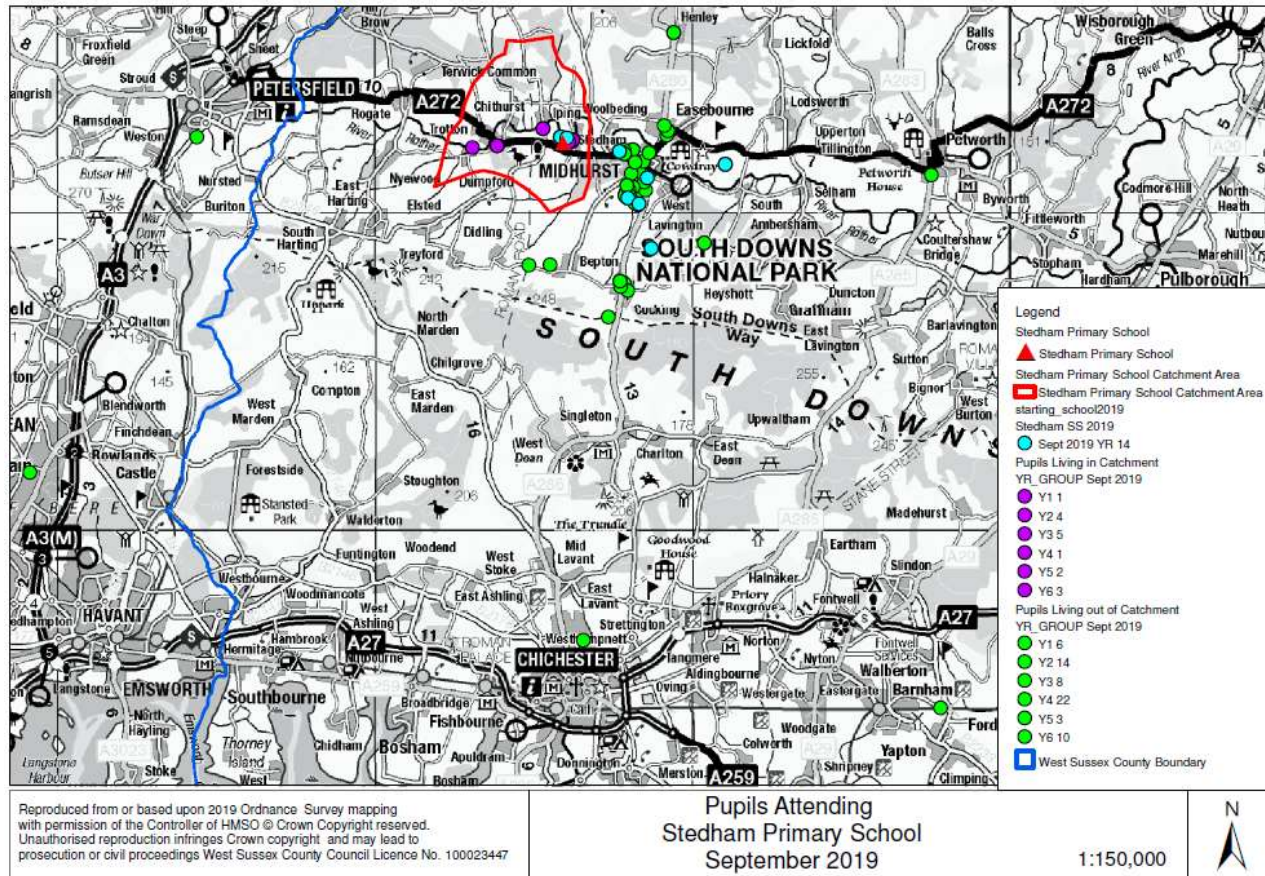
- Establish a preferred model of all-through primary provision for children from 4-11 years old.
- Secure sufficient places for children in all phases and types of school.
- Maximise the proportion of children being offered a place at one of their three school preferences.
- Primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, attract pupils from the local community and provide strong outcomes for children.
- Primary schools will be readily accessible\* to pupils; for the majority of children within walking distance in urban areas and with transport to school in rural areas.
- *Pupils under eight may receive transport if they live more than 2 miles away from their catchment school, or nearest suitable school and 3 miles for children over eight*

**WSCC are committed to working with schools and the Diocese to develop “area based plans” to provide the best provision of school places and outcomes for pupils within a given locality.**<sup>3</sup>

# Stedham - Core Information

PAN	15
Net Capacity	105
Type of Establishment	Primary
STATUS	VC
AGE RANGE	4-11
CURRENT NOR (Census Q1 2019)	88
PROJECTED NOR in 2022 (DEMAND - 1ST PREFERENCE/ DEVELOPMENT)	76 EHCP 0 Pupil Premium 1
SSC PROVISION	N/A
SSC on site	N/A
EARLY YEARS on site	N/A
Urban/Rural	Rural
OFSTED RATING	Good
DATE OF LAST INSP	February 2018

# Stedham– where do the pupils come from?



	Capacity 2017/18 (PPP 2017/18)	% pupils attending school from outside catchment (+ 50%)	% of pupils attending catchment school (- 50%)
<b>STEDHAM</b>	<b>105</b>	<b>77%</b>	<b>20%</b>

# Stedham – Financials

## Summary of Balances over 5 year period

		balance 2014-15	Acc fund	balance 2015-16	Acc fund	balance 2016-17	Acc fund	balance 2017-18	Acc fund	balance 2018-19	Acc fund
2066	STEDHAM	29,791.75	9,216.15	7,919.66	0.00	17,144.75	0.00	52,188.30	0.00	38,961.62	0.00

## Potential change in funding based on Projected NOR 2022

		2019-20 pupil level funding* (A)	2019-20 NOR used for budgets (B)	forecast NOR 2022 ( C)	change from 2019-20 (D)	Potential change in funding (E) (A*D)	2019-20 MFG figure - "impact of £20k lump sum reduction"	Potential 2020-21 allocation Difference from £20k (F)	Potential funding change from today (E + F)	Balance 2018-19 carried forward (G)
2066	STEDHAM	3,186.11	90	76	-14	-44,605.54	20,812.00	812.00	-43,793.54	38,961.62

# Stedham– Potential stranded contract costs

Potential Stranded costs						Net Expenditure in 2018-19																	
DfE	Cost centre	School	Total Funding in 2018-19 from SBS £	Total spend in 2018-19	Total Funding in 2019-20 from SBS for reference £	Staffing	Staff training (codes) incl APP Levy	Exclude Rates	Buildings Maint	Energy	Utilities other	Cleaning Contracts	Other cleaning	Transport	IT	Supplies non IT codes	SLA (rech exc 73* and 88*) risk to WSCC	SLA codes non WSCC	Capital Spend	Income	04 income ( includes UIFSM / PE GRANT / Teacher Pay/ High needs and rates Adj)	Other	
2066	BG10	STEDHAM	464,397.90	432,408.68	441,466.19	379,869.70	2,754.25	4,878.65	27,396.37	5,079.21	2,136.95	806.47	1,064.40	5,598.36	13,116.63	33,789.10	11,622.64	6,972.40	6,972.40	-26,394.34	-44,369.72		1,115.21

NB  
based on 2018-19 spending patterns

**KEY Assumptions - Contracts would be terminated and incur some level of severance fee**  
Exact school details will differ apart from corporate contracts, can assume some multi year contracts / leases

**Assumed areas where contract cost reside**

Buildings Maint - majority of this spend is on grounds and building maintenance, likely to be in contracts

Cleaning Contracts !

Transport - potential for contracts with local bus companies for trips / PE provision etc

IT - range of potential SLA / licences etc

Supplies non IT codes - range of consumable and also Meals contract (Chartwells etc.) would not be cost of contract would be exit clause costs, but in theory pupils will move to other schools so contract would not lose out ?

SLA codes non WSCC - range of contracts some IT related might assume multi year arrangements ?

SLA with the LA will have no severance charge if timelines for giving notice are adhered to

Therefore potential range would be up to;

DfE	Cost centre	School	Up to equivalent spend in 2018-19 ? (Rounded)
2066	BG10	STEDHAM	88,000.00

# Stedham SLA/ Support Services 18/19

Stedham Primary School		
Provider	Name	Cost £
Buildings and Energy Information Service	Building & Energy Information Services	325
Buildings and Energy Information Service	School Charge Energy Certificates	49
Catering and Extended Catering Services	2018/19 - Free School Meal Service	574.24
Data Subscriptions	FFT Aspire and Data ePODs for maintained schools	84.61
Employment Support Services	Employment Support Level 2	2093.66
Building Surveying/Engineering Support	Level 2 - Building Surveying & Engineering Professional Services	1614.2
Caretaking and Premises Support	Level 2 - Caretaking & premises support	549
Grounds Maintenance Support	Level 2 - Grounds maintenance	320
Finance for Schools	Schools Financial Services	1134
Finance for Schools	Sickness and Maternity Insurance Scheme - Primary	2992
Finance for Schools	Sickness and Maternity Insurance Scheme - Primary School Bursar/Business Manager	206.7
Finance for Schools	Sickness and Maternity Insurance Scheme - Primary School Premises Manager/Caretaker	64.59
Finance for Schools	Pre-Booked Peripatetic Bursar Visit / Dial Up - Accounts Check and Budget Preparation	222
Finance for Schools	Pay as You Go - Closedown Service 18/19	137
Furniture and Supplies Team	Level 2 - Supplies	348
Governor Support Service	Governor Services	1020
Insurance	Insurance	1792
Insurance	Building and Contents	222.5
Insurance	School Journey Insurance - Off Site Activities	24.58
Insurance	Third Party Hirers Public Liability Insurance - Registration Fee	10
Online Safety	Online Safety SLA	1495
Schools Library Service	Schools Library Service Second year of the existing 2yr	1025.6
West Sussex SIMS Support	Level 2 - Core SLA services SIMS Support	921.8
West Sussex SIMS Support	SIMS Licenses	312
<b>Total</b>		<b>17537.48</b>

Name	Education Advisor Category	SIFD	School Support 17-18	School Support 18-19	Leadership support 18-19
Stedham	2c	Y 19.07.19 £9,300	N	N	No take up

# West Sussex School Effectiveness Strategy

## – 12 key questions

- 1. Does the school have an infant to junior relationship with another school?
- 2. Is there a vacancy for a head teacher?
- 3. Is the curriculum better delivered by working with other nearby schools?
- 4. Does the budget prohibit leadership responsibilities from being distributed amongst a range of staff?
- 5. Does the school have difficulties recruiting high quality teachers, leaders or governors?
- 6. Can all the schools in an area sustain the projected numbers of local pupils over the next 5 years?
- 7. Are maximum pupil numbers for the school equal to or less than 100?
- 8. Does the school have less than or equal to 75% of pupils on roll in proportion to its capacity?
- 9. Do parental preferences for the school, taking into account the planned housing development, support the school reaching or exceeding 95% of the schools actual net capacity over the next 5 years?
- 10. Is the Ofsted inspection overall judgement of the school good or better (or recent LA monitoring indicates the school is not moving quickly to good)?
- 11. Does the financial projection for the next 3 years show a sustainable budget?
- 12. Does the school offer a specialism that is not replicated elsewhere in the area ?

# Stedham / SES 12 key questions

	Capacity 2017/18 (PPP 2017/18)	% pupils attending school from outside catchment (+ 50%)	% of pupils attending catchment school (- 50%)	Current NOR (per pupil flow download Jan 2019)	Current Nor/ Capacity (Jan 2019)	Projected NOR 2022 (Edge Oct 2018)	OFSTED	3 Year Budget (November 2018)
STEDHAM	105	77%	20%	88	84%	76	Good	

<input type="checkbox"/> % pupils attending school from outside catchment (+ 50%)	>50%	>40%
<input type="checkbox"/> % of pupils attending catchment school (-50%)	<60%	<50%
<input type="checkbox"/> Current NOR (Census Jan 18 2018)	<110	<100
<input type="checkbox"/> Current Nor/ Capacity	<75%	<80%
<input type="checkbox"/> Projected NOR 2022 (Edge May 2018)	<110	<100
<input type="checkbox"/> OFSTED	RI	
<input type="checkbox"/> 3 year Budget (work in progress)	Deficit	



# Academic performance KS1 and 2

SUMMARY RESULTS FOR 2017 TO 2019 FOR: **SchoolOrAcademy** **Stedham Primary School**

KEY STAGE (all pupils)	2017 Results			2018 Results			2019 Results			2018 vs 2017	2019 vs 2018	2019 vs 2017	2017 GAP	2018 GAP	2019 GAP
	Yr R Cohort	Number GLD	% GLD	Yr R Cohort	Number GLD	% GLD	Yr R Cohort	Number GLD	% GLD	Diff GLD	Diff GLD	Diff GLD	to West Sussex	to West Sussex	to West Sussex
<b>EYFSP</b>															
EYFS - % with a Good level of development	14	11	78.6%	19	14	73.7%	6	6	100.0%	-4.9%	26.3%	21.4%	7.6%	2.2%	28.1%
<b>PHONICS</b>	Yr 1 cohort	No. working at	% working at	Yr 1 cohort	No. working at	% working at	Yr 1 cohort	No. working at	% working at	Diff WA	Diff WA	Diff WA			
Phonics Year 1 - % that are Working At	23	13	56.5%	12	10	83.3%	17	14	82.4%	26.8%	-1.0%	25.8%	-23.2%	1.6%	1.5%
<b>KEY STAGE 1</b>	Yr 2 cohort	Number EXS+	% EXS+	Yr 2 cohort	Number EXS+ /GDS	% EXS+ / GDS	Yr 2 cohort	Number EXS+ /GDS	% EXS+ / GDS	Diff EXS+	Diff EXS+	Diff EXS+			
Key Stage 1 - % RWM EXS+	8	0	0.0%	24	12	50.0%	13	2	15.4%	50.0%	-34.6%	15.4%	-56.2%	-11.5%	-47.5%
Key Stage 1 - % Reading EXS+	8	3	37.5%	24	15	62.5%	13	5	38.5%	25.0%	-24.0%	1.0%	-35.6%	-12.1%	-36.1%
Key Stage 1 - % Writing EXS+	8	0	0.0%	24	14	58.3%	13	3	23.1%	58.3%	-35.2%	23.1%	-60.7%	-8.0%	-44.4%
Key Stage 1 - % Maths EXS+	8	1	12.5%	24	15	62.5%	13	5	38.5%	50.0%	-24.0%	26.0%	-57.8%	-11.2%	-35.6%
Key Stage 1 - % Science EXS+	8	3	37.5%	24	20	83.3%	13	10	76.9%	45.8%	-6.4%	39.4%	-42.5%	1.2%	-6.0%
Key Stage 1 - % RWM GDS	8	0	0.0%	24	3	12.5%	13	0	0.0%	12.5%	-12.5%	0.0%	-5.8%	5.0%	-7.9%
Key Stage 1 - % Reading GDS	8	0	0.0%	24	6	25.0%	13	0	0.0%	25.0%	-25.0%	0.0%	-19.1%	3.6%	-25.0%
Key Stage 1 - % Writing GDS	8	0	0.0%	24	4	16.7%	13	0	0.0%	16.7%	-16.7%	0.0%	-9.7%	5.3%	-10.6%
Key Stage 1 - % Maths GDS	8	0	0.0%	24	6	25.0%	13	0	0.0%	25.0%	-25.0%	0.0%	-12.7%	8.2%	-17.2%
<b>KEY STAGE 2</b>	Yr 6 cohort	Number EXS+	% EXS+	Yr 6 cohort	Number EXS+ /GDS	% EXS+ / GDS	Yr 6 cohort	Number EXS+ /GDS	% EXS+ / GDS	Diff EXS+	Diff EXS+	Diff EXS+			
Key Stage 2 - % RWM EXS+	8	4	50.0%	5	2	40.0%	9	6	66.7%	-10.0%	26.7%	16.7%	-4.9%	-21.3%	4.9%
Key Stage 2 - % Reading EXS+	8	6	75.0%	5	4	80.0%	9	7	77.8%	5.0%	-2.2%	2.8%	4.5%	4.3%	5.1%
Key Stage 2 - % Writing EXS+	8	5	62.5%	5	3	60.0%	9	6	66.7%	-2.5%	6.7%	4.2%	-6.0%	-15.1%	-9.0%
Key Stage 2 - % Maths EXS+	8	6	75.0%	5	3	60.0%	9	8	88.9%	-15.0%	28.9%	13.9%	4.3%	-12.8%	13.1%
Key Stage 2 - % GPS EXS +	8	6	75.0%	5	3	60.0%	9	6	66.7%	-15.0%	6.7%	-8.3%	1.5%	-15.2%	-8.0%
Key Stage 2 - % RWM GDS	8	1	12.5%	5	0	0.0%	9	0	0.0%	-12.5%	0.0%	-12.5%	7.8%	-6.9%	-7.1%
Key Stage 2 - % Reading GDS	8	1	12.5%	5	1	20.0%	9	2	22.2%	7.5%	2.2%	9.7%	-11.3%	-8.3%	-4.8%
Key Stage 2 - % Writing GDS	8	1	12.5%	5	0	0.0%	9	0	0.0%	-12.5%	0.0%	-12.5%	3.6%	-13.4%	-13.1%
Key Stage 2 - % Maths GDS	8	2	25.0%	5	0	0.0%	9	0	0.0%	-25.0%	0.0%	-25.0%	7.0%	-20.3%	-22.6%
Key Stage 2 - % GPS GDS	8	2	25.0%	5	2	40.0%	9	0	0.0%	15.0%	-40.0%	-25.0%	0.7%	10.5%	-30.9%

# Education Assessment

- Nationally small schools are finding it difficult to operate and provide a quality of education within the resources they can afford with the number of small schools halving over the last 18 years from 11,500 in 2000 to less than 5,500 in 2018;
- Low pupil numbers have led to a paring of costs and staffing to a core with mixed age classes and limited additional classroom support staff;
- It is difficult to manage learning in mixed age classes and to attract NQTs with future NQT arrangements being skewed against their recruitment to small schools, thereby adding to small school running costs;
- Mixed age classes can have up to 7 development years difference among the teaching group. Research into teaching in mixed age classes indicates that achievement in cognitive skills is often lower than that in single age classes;
- Headteachers of very small schools often have significant teaching commitment reducing time for strategic leadership and management of the school;
- Very small schools often have a higher proportion of SEND pupils and low numbers of PPG. This provides increasing challenge in being able to cover needs effectively;
- Sustaining high standards in very small schools is challenging and it is not unusual for schools to be volatile in their Ofsted inspections;

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# Education Assessment

- Small schools have limited breadth of experience among staff to deliver the breadth and depth of curriculum required to meet the demands of the Ofsted Inspection Framework 2019
- The challenges of the new Ofsted inspection framework (2019), along with responsibilities for pupils' mental health and well being (2018) as well as responsibilities for the delivery of Relationships and Sex Education curriculum (2020) from 2020 increase pressures on small schools with limited capacity;
- Evidence shows that it is becoming increasingly difficult to secure leadership in very small schools with headteacher salaries often being lower than that of deputy headteachers in large schools. It is not unusual for headships of small schools to be difficult to recruit to;
- Very small schools are prone to attract in year admissions of vulnerable pupils due to their surplus capacity which adds pressure on teachers to adapt and also on pupil mobility;

# Education Assessment

- Stedham Primary School has had a volatile history with Ofsted over time. This typically reflects the volatility of small schools and the ability to sustain high quality;
- Ofsted reports in 2007 and 2011 deemed the school to be satisfactory. An Ofsted inspection in 2013 judged the school to be Requiring Improvement. A second inspection in 2015 again judged the school to be Requiring Improvement;
- Although the latest inspection in 2018 judged the school to be Good, the headteacher has now left the school and the school is being managed through interim arrangements. It is recognised that recruiting quality candidates to the post will be challenging;
- The breadth of expertise across the staff and the headteacher’s teaching commitment will make it challenging to develop the curriculum to the depth and breadth required with teacher subject knowledge to meet the Ofsted requirements post 2019;

# Options for the future

- Federation
- Merger
- Closure
- Other

Characteristics	Informal Loose Collaboration	→	Governance Federation
Statutory/non-statutory	Non-statutory – schools can form informal collaborations without having to follow regulations.	Non-statutory – schools can set up soft Federations without having to follow regulations.	Statutory – soft governance Federations are established using Collaboration Regulations made under Section 26 of the Education Act 2002.
Governing body	Each school has its own governing body, with representatives on a joint committee that meets informally on an ad hoc basis.	Each school has its own governing body, with representatives on a joint committee.	Each school has its own governing body, with representation and delegated powers on a joint governance/strategic committee.
Common goals and plans?	All schools share common goals and work together on an ad-hoc basis and through informal agreements.	All schools share common goals; joint committee recommendations, but it is up to the individual governing bodies to authorise decisions / plans.	All schools share common goals through the Service Level Agreement (SLA) and protocol; Joint committee can make joint decisions/ recommendations in specified agreed areas, but not all.
Common budget?	No, but if the schools want to commit to a budgetary decision affecting all schools, each individual school's governing body would need to approve this.	No, but it could make budgetary recommendations for the group which in turn would have to be approved by each individual school's governing body.	No, but if the joint/strategic committee has budgetary powers delegated to it, it can make prompt budgetary decisions on behalf of schools in the Federation.
Shared Staff	Unlikely to have common management positions, but if they do exist, they would have to be agreed in a protocol or contract.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.

Adapted from National Foundation for Educational Research Source: [https://www.teachers.org.uk/files/active/0/SCHL-FEDERATIONATT2\\_JB.doc](https://www.teachers.org.uk/files/active/0/SCHL-FEDERATIONATT2_JB.doc), [Cached](#), [Similar](#)

# Why has this school been selected from the 25 schools identified from the sieve analysis?

- Very few pupils from within the catchment area and this is not changing. The catchment is not generating sufficient pupils to sustain the school;
- Capacity to respond to Ofsted changing requirements re: curriculum breadth;
- The challenge in recruiting a new headteacher and current vacancy
- The challenge in recruiting local staff e.g. cleaning and facilities
- Transport demands increase cost per pupil;
- Financial viability into the future;
- Volatility of the school's inspection outcomes over the last 10 years;
- Surplus capacity in local schools;

# Admissions and Transport – alternative schools

(assuming parental preference is for the nearest school)

Children Impacted = 73 (Yr R to Yr 5) :

Out of county children = 2

Nearest school:

- Midhurst / Easebourne = 66
- Rogate = 2
- Singleton = 1
- Petworth = 1
- Northchapel = 1

School	Likelihood of space
Duncton CofE Junior School	Usually oversubscribed
Easebourne CofE Primary School	Usually oversubscribed
Fernhurst Primary School	Sometimes have space
Fittleworth Church of England Village School	Usually oversubscribed
Graffham CofE Infant School	Usually oversubscribed
Hollycombe Primary School	Sometimes have space
Midhurst CofE Primary School	Usually oversubscribed
Northchapel Community Primary School	Often have space
Petworth CofE Primary School	Often have space
Plastow and Kirdford Primary School	TBC
Rogate CofE Primary School	Sometimes have space
Singleton CofE Primary School	Sometimes have space
West Dean CofE Primary School	Usually oversubscribed

There is likely to be sufficient space in the Rother Valley Area to absorb displaced pupils - specifically Easebourne - Capital works would be required to expand to a 2FE from 1 FE (£0.5 million).

Transport costs (for those that qualify)

Current School	Moving to	No. pupils	Route	Cost	
Stedham	Easebourne	13	EB1	£ 30,000	
Stedham	Cocking	5	EB2	£ 12,000	
Stedham	Duncton, Graffham, Fernhurst	3	?	£ 12,000	Could be up to 3 routes
				£ 12,000	Could be up to 3 routes
				£ 12,000	Could be up to 3 routes

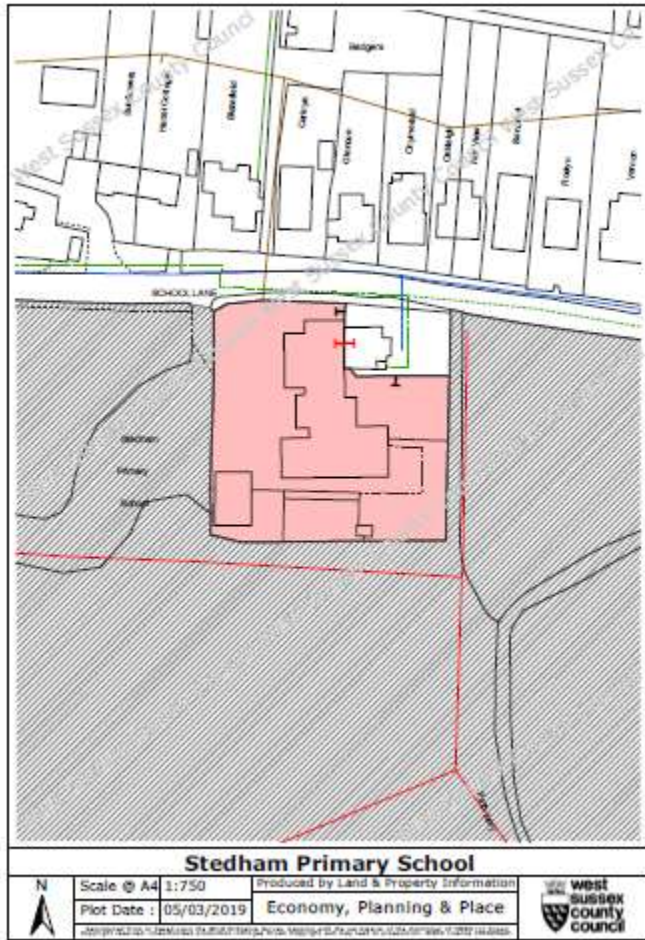
# Community impact

The WSCC Communities team have been consulted as part of the Impact Assessment process. They will provide specific formal feedback in conjunction with the Districts and Boroughs as part of the public consultation. At this stage they have highlighted that:

- Impact on Neighbourhood plan proposals needs to be considered
- Impact on wider community with regard local facilities needs to be considered as any regular clubs or events held at the school will need alternative arrangements
- Effects on schools receiving pupils would need consideration



# Asset ownership/ Legal



West Sussex County Council  
Economy, Planning & Place

Legal Aspects  
Check List  
T.F. 42  
Deeds: D30/1  
Valuation File: DP/V/262/1

Job title: Stedham Primary School, School Lane, Stedham, GU29 0NY.

1. On what tenure is the site held by WSCC?	Coloured <b>PINK</b> - WSCC Freshford Education Committee. (Title WSX327814).
2. Is the site affected by any Tenancy Agreement?	Not that we are aware of.
3. Are there any onerous encumbrances, which could affect development?	Conveyance dated 29/06/1877 includes a Covenant restricting the use to a 'school and for no other purpose whatsoever'.  The School is situated within the South Downs National Park (SDNP).  The School is adjacent to Common Land shown <b>HATCHED GREY</b> .
4. What are the boundary liabilities?	See 'T' marks.  <b>RED 'T' marks</b> indicate a party wall.
5. Are any accommodation works to be carried out?	Not that we are aware of.
6. Would you investigate whether any rights of way affect the site and confirm the situation in due course?	Public Rights of Way are shown by the <b>RED LINES</b> .
7. Are you aware of any other legal factor which could affect development?	Not that we are aware of.
8. Are there any easements or wayleaves affecting the site?	<b>NOTE: - SSE</b> Due to Copyright restrictions we are unable to re-produce on our Legal Aspect Plan the data provided - but our search results are shown on the accompanying search, and are as follows:  Search dated 05/03/2019:- <ul style="list-style-type: none"> <li>An 11kv underground cable in the position indicated by the <b>RED LINE</b>.</li> <li>Low voltage overhead cables in</li> </ul>

	<p>the positions indicated by <b>BROWN LINES WITH THE LARGE PURPLE DOTS</b>.</p> <ul style="list-style-type: none"> <li>A low voltage underground cable in the position indicated by the <b>BROWN LINE</b>.</li> <li>A service cable in the position indicated by the <b>ORANGE LINE</b>.</li> </ul> <p>A search dated 05/03/2019 of Southern Gas Networks shows the following:-</p> <ul style="list-style-type: none"> <li>Medium pressure gas pipes in the positions indicated by the <b>GREEN PECKED LINES</b>.</li> <li>Low pressure gas pipes in the positions indicated by the <b>GREEN LINES</b>.</li> </ul> <p>A search dated 05/03/2019 of Southern Water shows the following:-</p> <ul style="list-style-type: none"> <li>Water pipes in the positions indicated by the <b>BLUE LINES</b>.</li> <li>Foul water sewers in the positions indicated by the <b>BROWN LINES</b>.</li> </ul> <p><u>Please check with all supply authorities.</u></p>
9. Does WSCC have an interest in or own any land adjacent to the site?	No.
10. Do you have any details of the land being used for any purpose other than present use?	<ul style="list-style-type: none"> <li>Wasteland of the Manor of Stedham.</li> </ul>
11. Does the property fall within an area known to contain radon and in which band does it fall?	Band 1. 0-1%.
12. Has any part of the site been subject to a submission under the Dept. for Children Schools and Families Section 77 - General Consent for Change of Playing Field Use?	No.
13. Miscellaneous Information	The school was erected in 1879.

Compiled from the Terrier Records  
Land and Property Information  
JUNE 2002  
UPDATED AUGUST 2008 - EW  
UPDATED JULY 2013 - LGH

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# Raising Standards

## Supporting Small Schools in West Sussex

### Warninglid– Draft Impact Assessment

Education & Skills Directorate

# Impact Assessment – DFE guidance

- There is a presumption against the closure of rural schools. This does not mean that a rural school will never close, but the case for closure should be strong and a proposal must be clearly in the best interests of educational provision in the area.
  - When producing a proposal, the proposer must carefully consider:
    - The likely effect of the closure of the school on the local community;
    - educational standards at the school and the likely effect on standards at neighbouring schools;
    - the availability, and likely cost to the LA, of transport to other schools;
    - any increase in the use of motor vehicles which is likely to result from the closure of the school, and the likely effects of any such increase; and
    - any alternatives to the closure of the school.

# School Effectiveness Strategy – Organisation

➤ **AIM** “strong model of sustainable education for all types of school and key stages by 2022”.

## ➤ Objectives

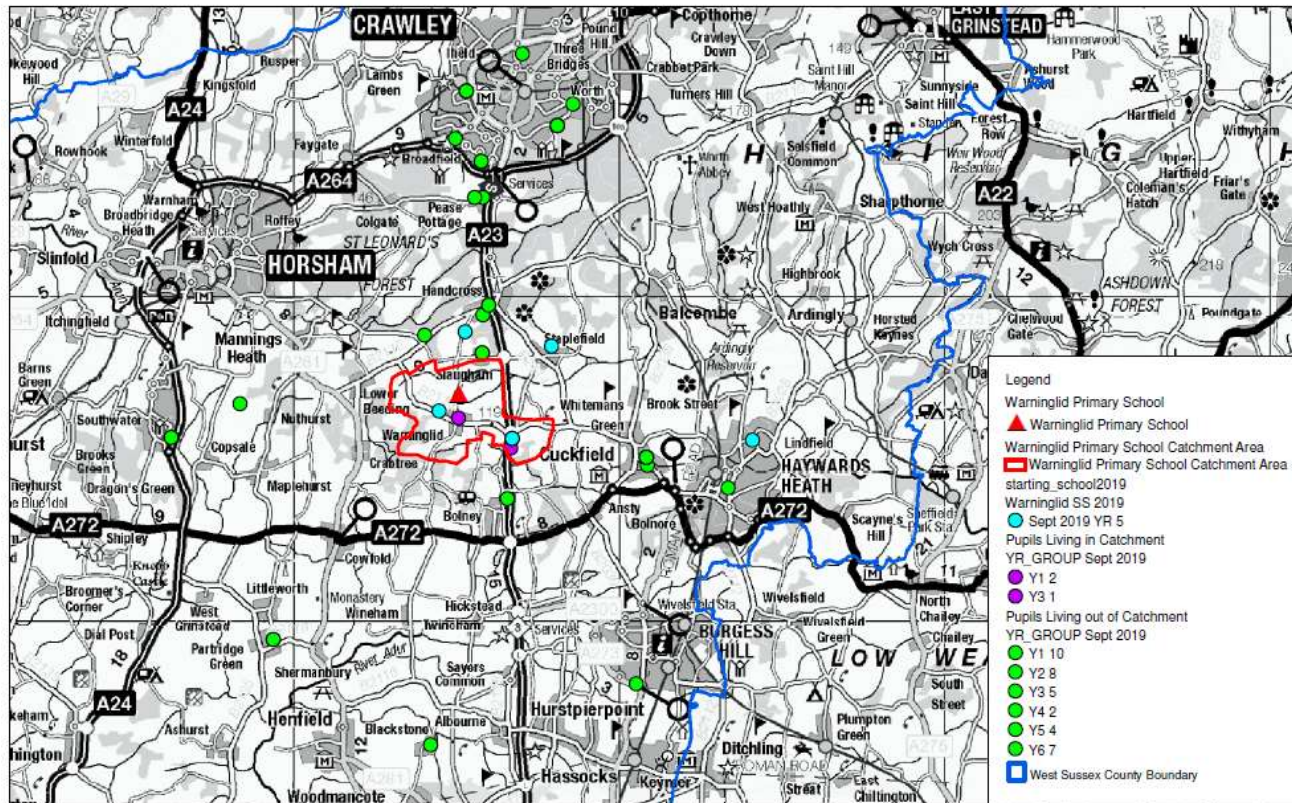
- Establish a preferred model of all-through primary provision for children from 4-11 years old.
- Secure sufficient places for children in all phases and types of school.
- Maximise the proportion of children being offered a place at one of their three school preferences.
- Primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, attract pupils from the local community and provide strong outcomes for children.
- Primary schools will be readily accessible\* to pupils; for the majority of children within walking distance in urban areas and with transport to school in rural areas.
- *Pupils under eight may receive transport if they live more than 2 miles away from their catchment school, or nearest suitable school and 3 miles for children over eight*

**WSCC are committed to working with schools and the Diocese to develop “area based plans” to provide the best provision of school places and outcomes for pupils within a given locality.**<sup>3</sup>

# Warninglid- Core Information

PAN	10
Net Capacity	70
Type of Establishment	P
STATUS	C
AGE RANGE	4 to 11
CURRENT NOR Summer 18 census	39 (EHCP o, Pupil Premium o)
PROJECTED NOR in 2022 (DEMAND - 1ST PREFERENCE/ DEVELOPMENT)	47
SSC PROVISION	N/A
SSC on site	N/A
EARLY YEARS on site	N/A
Urban/Rural	Rural
OFSTED RATING WSCC Predict	Good
DATE OF LAST INSP	Oct-17
Nearest Schools	Handcross/ St Marks/ Bolney/ Holy Trinity

# Warninglid– where do the pupils come from?



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Pupils Attending  
Warninglid Primary School  
September 2019

1:150,000

	Capacity 2017/18 (PPP 2017/18)	% pupils attending school from outside catchment (+ 50%)	% of pupils attending catchment school (- 50%)
<b>WARNINGLID *</b>	<b>70</b>	<b>92%</b>	<b>6%</b>

# Financials

## Summary of Balances over 5 year period

		balance 2014-15	Acc fund	balance 2015-16	Acc fund	balance 2016-17	Acc fund	balance 2017-18	Acc fund	balance 2018-19	Acc fund
2209	WARNINGLID	21,908.92		4,819.82		-26,820.17		16,389.54		12,995.75	

## Potential change in funding based on Projected NOR 2022

		2019-20 pupil level funding* (A)	2019-20 NOR used for budgets (B)	forecast NOR 2022 (C)	change from 2019-20 (D)	Potential change in funding (E) (A*D)	2019-20 MFG figure - "impact of £20k lump sum reduction" (F)	Potential 2020-21 allocation Difference from £20k (F)	Potential funding change from today (E + F)	Balance 2018-19 carried forward (G)
2209	WARNINGLID	3,217.29	46	47	1	3,217.29	19,483.00	-517.00	2,700.29	12,995.75

\*2019-20 pupil level funding excludes lump sum(s) and rates  
 (F) in 2020-21 expect lump sum to reduce a further £20k, using 2019-20 logic the actual change might be similar  
 (G) is 2018-19 balance carried forward for reference



# Warninglid– Potential stranded contract costs

Potential Stranded costs						Net Expenditure in 2018-19																
DfE	Cost centre	School	Total Funding in 2018-19 from SBS £	Total spend in 2018-19	Total Funding in 2019-20 from SBS for reference £	Staffing	Staff training (codes) incl APP Levy	Exclude Rates	Buildings Maint	Energy	Utilities other	Cleaning Contracts	Other cleaning	Transport	IT	Supplies non IT codes	SLA (rech exc 73* and 88*) risk to WSCC	SLA codes non WSCC	Capital Spend	Income	04 income ( includes UIFSM / PE GRANT / Teacher Pay/ High needs and rates Adj)	Other
2209	B100	WARNINGLID	311,506.02	298,510.27	303,576.94	274,900.96	3,810.80	4,993.44	12,520.19	5,849.57	1,063.78		611.37	188.48	5,467.67	20,863.78	11,332.39	434.75	24,125.47	-15,568.08	-29,517.79	1,558.96
		Totals	2,085,762.51	2,018,283.12	1,909,746.21	1,870,801.25	29,001.16	38,872.38	58,971.36	23,776.00	8,750.26	20,155.75	4,322.27	24,973.98	39,402.77	134,100.87	66,302.16	21,909.88		-78,400.01	-272,088.34	3,305.91

NB  
based on 2018-19 spending patterns

**KEY Assumptions - Contracts would be terminated and incur some level of severance fee**  
Exact school details will differ apart from corporate contracts, can assume some multi year contracts / leases

**Assumed areas where contract cost reside**

Buildings Maint -majority of this spend is on grounds and building maintenance, likely to be in contracts

Cleaning Contracts !

Transport - potential for contracts with local bus companies for trips / PE provision etc

IT - range of potential SLA / licences etc

Supplies non IT codes - range of consumable and also Meals contract (Chartwells etc.) would not be cost of contract would be exit clause costs, but in theory pupils will move to other schools so contract would not lose out ?

SLA codes non WSCC - range of contracts some IT related might assume multi year arrangements ?

SLA with the LA will have no severance charge if timelines for giving notice are adhered to

Therefore potential range would be up to;

DfE	Cost centre	School	Up to equivalent spend in 2018-19 ? (Rounded)
2209	B100	WARNINGLID	39,000.00

# Warninglid SLA/ Support Services 18/19

Provider	Type	Name	Price
Buildings and Energy Information Service	Package	Building & Energy Information Services	£ 325.00
Catering and Extended Catering Services	Package	2018/19 - Free School Meal Service - Primary phase schools, CHARTWELLS STEAMPLICITY ONLY.	£ 287.12
Data Subscriptions	Package	FFT Aspire and Data ePODs for maintained schools	£ 64.91
Employment Support Services	Package	Employment Support Level 2 (Maintained Schools) - 1 year SLA (includes H&S)	£ 1,234.89
Facilities Management: Building Surveying/Engineering Support	Package	Level 2 - Building Surveying & Engineering Professional Services (Core SLA Services)	£ 1,473.97
Facilities Management: Grounds Maintenance Support	Package	Level 2 - Grounds maintenance core SLA services (01/04/2018 - 31/03/2019)	£ 320.00
Finance for Schools	Service	Absent Bursar Cover	£ 50.00
Finance for Schools	Service	Pay as You Go - Closedown Service 18/19	£ 137.00
Finance for Schools	Package	Schools Financial Services Service Level Agreement 2018/19	£ 1,134.00
Finance for Schools	Package	Sickness and Maternity Insurance Scheme - Premiums only	£ 1,608.20
Finance for Schools	Package	Sickness and Maternity Insurance Scheme - Primary School Bursar/Business Manager premiums	£ 161.49
Finance for Schools	Package	Sickness and Maternity Insurance Scheme - Primary School Premises Manager/Caretaker premiums only	£ 161.49
Furniture and Supplies Team	Package	Level 2 - Supplies core SLA services 1 Year	£ 405.00
Governor Support Service	Package	Governor Services	£ 1,020.00
Insurance	Package	Insurance	£ 1,121.00
Insurance	Package	Building and Contents	£ 112.50
Insurance	Package	School Journey Insurance - Off Site Activities	£ 16.02
Insurance	Package	Third Party Hirers Public Liability Insurance - Registration Fee	£ 10.00
West Sussex SIMS Support	Package	Level 2 - Core SLA services SIMS Support	£ 784.53
West Sussex SIMS Support	Package	SIMS Licenses	£ 167.70
			<b>£10,594.82</b>

Name	Education Advisor Category	SIFD	School Support 17-18	School Support 18-19	Leadership support 18-19
Warninglid	2b	N	£2,910	N	N

# West Sussex School Effectiveness Strategy

## – 12 key questions

- 1. Does the school have an infant to junior relationship with another school?
- 2. Is there a vacancy for a head teacher?
- 3. Is the curriculum better delivered by working with other nearby schools?
- 4. Does the budget prohibit leadership responsibilities from being distributed amongst a range of staff?
- 5. Does the school have difficulties recruiting high quality teachers, leaders or governors?
- 6. Can all the schools in an area sustain the projected numbers of local pupils over the next 5 years?
- 7. Are maximum pupil numbers for the school equal to or less than 100?
- 8. Does the school have less than or equal to 75% of pupils on roll in proportion to its capacity?
- 9. Do parental preferences for the school, taking into account the planned housing development, support the school reaching or exceeding 95% of the schools actual net capacity over the next 5 years?
- 10. Is the Ofsted inspection overall judgement of the school good or better (or recent LA monitoring indicates the school is not moving quickly to good)?
- 11. Does the financial projection for the next 3 years show a sustainable budget?
- 12. Does the school offer a specialism that is not replicated elsewhere in the area ?

# Warninglid / SES 12 key questions

	Capacity 2017/18 (PPP 2017/18)	% pupils attending school from outside catchment (+ 50%)	% of pupils attending catchment school (- 50%)	Current NOR (per pupil flow download Jan 2019)	Current Nor/ Capacity (Jan 2019)	Projected NOR 2022 (Edge Oct 2018)	OFSTED	3 Year Budget (November 2018)
WARNINGLID *	70	92%	6%	39	56%	47	Good	

## Key

<input type="checkbox"/> % pupils attending school from outside catchment (+ 50%)	>50%	>40%
<input type="checkbox"/> % of pupils attending catchment school (-50%)	<60%	<50%
<input type="checkbox"/> Current NOR (Census Jan 18 2018)	<110	<100
<input type="checkbox"/> Current Nor/ Capacity	<75%	<80%
<input type="checkbox"/> Projected NOR 2022 (Edge May 2018)	<110	<100
<input type="checkbox"/> OFSTED	RI	
<input type="checkbox"/> 3 year Budget (work in progress)	Deficit	

# PW3 Academic performance KS1 and 2

**SUMMARY RESULTS FOR 2017 TO 2019 FOR:**

**SchoolOrAcademy**

**Warninglid Primary School**

KEY STAGE (all pupils)	2017 Results			2018 Results			2019 Results			2018 vs 2017	2019 vs 2018	2019 vs 2017	2017 GAP	2018 GAP	2019 GAP
	Yr R Cohort	Number GLD	% GLD	Yr R Cohort	Number GLD	% GLD	Yr R Cohort	Number GLD	% GLD	Diff GLD	Diff GLD	Diff GLD	to West Sussex	to West Sussex	to West Sussex
<b>EYFSP</b>															
EYFS - % with a Good level of development	5	2	40.0%	6	4	66.7%	10	6	60.0%	26.7%	-6.7%	20.0%	-31.0%	-4.8%	-11.9%
<b>PHONICS</b>	Yr 1 cohort	No. working at	% working at	Yr 1 cohort	No. working at	% working at	Yr 1 cohort	No. working at	% working at	Diff WA	Diff WA	Diff WA			
Phonics Year 1 - % that are Working At	8	4	50.0%	6	4	66.7%	6	1	16.7%	16.7%	-50.0%	-33.3%	-29.7%	-15.0%	-64.2%
<b>KEY STAGE 1</b>	Yr 2 cohort	Number EXS+	% EXS+	Yr 2 cohort	Number EXS+ /GDS	% EXS+ / GDS	Yr 2 cohort	Number EXS+ /GDS	% EXS+ / GDS	Diff EXS+	Diff EXS+	Diff EXS+			
Key Stage 1 - % RWM EXS+	5	4	80.0%	5	3	60.0%	5	3	60.0%	-20.0%	0.0%	-20.0%	23.8%	-1.5%	-2.9%
Key Stage 1 - % Reading EXS+	5	4	80.0%	5	3	60.0%	5	3	80.0%	-20.0%	20.0%	0.0%	6.9%	-14.6%	5.4%
Key Stage 1 - % Writing EXS+	5	4	80.0%	5	3	60.0%	5	3	60.0%	-20.0%	0.0%	-20.0%	19.3%	-6.3%	-7.5%
Key Stage 1 - % Maths EXS+	5	4	80.0%	5	4	80.0%	5	4	80.0%	0.0%	0.0%	0.0%	9.7%	6.3%	5.9%
Key Stage 1 - % Science EXS+	5	4	80.0%	5	4	80.0%	5	4	80.0%	0.0%	0.0%	0.0%	0.0%	-2.1%	-2.9%
Key Stage 1 - % RWM GDS	5	0	0.0%	5	0	0.0%	5	0	100.0%	0.0%	100.0%	100.0%	-5.8%	-7.5%	92.1%
Key Stage 1 - % Reading GDS	5	0	0.0%	5	0	0.0%	5	0	20.0%	0.0%	20.0%	20.0%	-19.1%	-21.4%	-5.0%
Key Stage 1 - % Writing GDS	5	0	0.0%	5	0	0.0%	5	0	0.0%	0.0%	0.0%	0.0%	-9.7%	-11.3%	-10.6%
Key Stage 1 - % Maths GDS	5	0	0.0%	5	1	20.0%	5	1	0.0%	20.0%	-20.0%	0.0%	-12.7%	3.2%	-17.2%
<b>KEY STAGE 2</b>	Yr 6 cohort	Number EXS+	% EXS+	Yr 6 cohort	Number EXS+ /GDS	% EXS+ / GDS	Yr 6 cohort	Number EXS+ /GDS	% EXS+ / GDS	Diff EXS+	Diff EXS+	Diff EXS+			
Key Stage 2 - % RWM EXS+	14	7	50.0%	7	6	85.7%	7	2	28.6%	35.7%	-57.1%	-21.4%	-4.9%	24.4%	-33.2%
Key Stage 2 - % Reading EXS+	14	8	57.1%	7	7	100.0%	7	4	57.1%	42.9%	-42.9%	0.0%	-13.3%	24.3%	-15.6%
Key Stage 2 - % Writing EXS+	14	8	57.1%	7	6	85.7%	7	4	57.1%	28.6%	-28.6%	0.0%	-11.3%	10.6%	-18.6%
Key Stage 2 - % Maths EXS+	14	8	57.1%	7	6	85.7%	7	5	71.4%	28.6%	-14.3%	14.3%	-13.6%	12.9%	-4.4%
Key Stage 2 - % GPS EXS +	14	7	50.0%	7	7	100.0%	7	5	71.4%	50.0%	-28.6%	21.4%	-23.5%	24.8%	-3.3%
Key Stage 2 - % RWM GDS	14	0	0.0%	7	0	0.0%	7	0	0.0%	0.0%	0.0%	0.0%	-4.7%	-6.9%	-7.1%
Key Stage 2 - % Reading GDS	14	6	42.9%	7	5	71.4%	7	2	28.6%	28.6%	-42.8%	-14.3%	19.1%	43.1%	1.6%
Key Stage 2 - % Writing GDS	14	1	7.1%	7	1	14.3%	7	1	14.3%	7.1%	0.0%	7.2%	-1.8%	0.9%	1.2%
Key Stage 2 - % Maths GDS	14	2	14.3%	7	1	14.3%	7	1	14.3%	0.0%	0.0%	0.0%	-3.8%	-6.0%	-8.3%
Key Stage 2 - % GPS GDS	14	5	35.7%	7	3	42.9%	7	2	28.6%	7.1%	-14.3%	-7.1%	11.4%	13.4%	-2.3%

**Slide 11**

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**PW3**

we need 2019 data and also flagging red or amber relating to WSCC/Nat

Paul Wagstaff, 05/08/19

# Education Assessment

- Nationally small schools are finding it difficult to operate and provide a quality of education within the resources they can afford with the number of small schools halving over the last 18 years from 11,500 in 2000 to less than 5,500 in 2018;
- Low pupil numbers have led to a paring of costs and staffing to a core with mixed age classes and limited additional classroom support staff;
- It is difficult to manage learning in mixed age classes and to attract NQTs with future NQT arrangements being skewed against their recruitment to small schools, thereby adding to small school running costs;
- Mixed age classes can have up to 7 development years difference among the teaching group. Research into teaching in mixed age classes indicates that achievement in cognitive skills is often lower than that in single age classes;
- Headteachers of very small schools often have significant teaching commitment reducing time for strategic leadership and management of the school;
- Very small schools often have a higher proportion of SEND pupils and low numbers of PPG. This provides increasing challenge in being able to cover needs effectively;
- Sustaining high standards in very small schools is challenging and it is not unusual for schools to be volatile in their Ofsted inspections;

# Education Assessment

- Small schools have limited breadth of experience among staff to deliver the breadth and depth of curriculum required to meet the demands of the Ofsted Inspection Framework 2019
- The challenges of the new Ofsted inspection framework (2019), along with responsibilities for pupils' mental health and well being (2018) as well as responsibilities for the delivery of Relationships and Sex Education curriculum (2020) from 2020 increase pressures on small schools with limited capacity;
- Evidence shows that it is becoming increasingly difficult to secure leadership in very small schools with headteacher salaries often being lower than that of deputy headteachers in large schools. It is not unusual for headships of small schools to be difficult to recruit to;
- Very small schools are prone to attract in year admissions of vulnerable pupils due to their surplus capacity which adds pressure on teachers to adapt and also on pupil mobility;



# Education Assessment

- Warninglid Primary School has had a volatile history with Ofsted over time. This typically reflects the volatility of small schools and the ability to sustain high quality;
- Ofsted reports in 2007 and 2011 deemed the school to be satisfactory. An Ofsted inspection in 2013 judged the school to be Requiring Improvement. A second inspection in 2015 again judged the school to be Requiring Improvement;
- Although the latest inspection in 2017 judged the school to be Good, sustaining this with the limited resources and staffing available to the school due to low enrolment, will be extremely challenging
- The breadth of expertise across the staff and the headteacher's teaching commitment will make it challenging to develop the curriculum to the depth and breadth required with teacher subject knowledge to meet the Ofsted requirements post 2019;

# Options for the future

- Federation
- Merger
- Closure
- Other

Characteristics	Informal Loose Collaboration	—————→	Governance Federation
Statutory/non-statutory	Non-statutory – schools can form informal collaborations without having to follow regulations.	Non-statutory – schools can set up soft Federations without having to follow regulations.	Statutory – soft governance Federations are established using Collaboration Regulations made under Section 26 of the Education Act 2002.
Governing body	Each school has its own governing body, with representatives on a joint committee that meets informally on an ad hoc basis.	Each school has its own governing body, with representatives on a joint committee.	Each school has its own governing body, with representation and delegated powers on a joint governance/ strategic committee.
Common goals and plans?	All schools share common goals and work together on an ad-hoc basis and through informal agreements.	All schools share common goals; joint committee recommendations, but it is up to the individual governing bodies to authorise decisions/ plans.	All schools share common goals through the Service Level Agreement (SLA) and protocol; Joint committee can make joint decisions/ recommendations in specified agreed areas, but not all.
Common budget?	No, but if the schools want to commit to a budgetary decision affecting all schools, each individual school's governing body would need to approve this.	No, but it could make budgetary recommendations for the group which in turn would have to be approved by each individual school's governing body.	No, but if the joint/strategic committee has budgetary powers delegated to it, it can make prompt budgetary decisions on behalf of schools in the Federation.
Shared Staff	Unlikely to have common management positions, but if they do exist, they would have to be agreed in a protocol or contract.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.
			Common management positions and appointments agreed by single governing body in a simple and effective manner. Schools can agree to have a single executive head teacher responsible to the schools in the hard Federation.

Adapted from National Foundation for Educational Research Source: [https://www.teachers.org.uk/files/active/0/SCHL-FEDERATIONATT2\\_JB.doc](https://www.teachers.org.uk/files/active/0/SCHL-FEDERATIONATT2_JB.doc), [Cached](#), [Similar](#)

# Why has this school been selected from the 25 schools identified from the sieve analysis?

- Very few pupils from within the catchment area and this is not changing. The catchment is not generating sufficient pupils to sustain the school;
- The high proportion of SEND pupils and the financial pressures this creates reduces flexibility and also the long term ability to meet the needs of all pupils;
- Capacity to respond to Ofsted changing requirements re: curriculum breadth;
- Transport demands increase cost per pupil;
- Financial viability into the future;
- Volatility of the school's inspection outcomes over the last 10 years;

# Admissions and Transport – alternative schools

(assuming parental preference is for the nearest school)

Children Impacted = 37 (Yr R to Yr 5) :

Nearest school:  
Evenly spread across a wide range of schools in the Area from Horsham to Crawley

Jolesfield CE Primary School
Southwater Infant Academy
St Peter's CEP School, Henfield
Seymour Primary School
Bolney Primary School
Holy Trinity Horsham
Gossops Green
Desmond Anderson
Broadfield Primary Academy
St Wilfrids Haywards Heath
Balcombe Primary School
St Marks Staplefield
Warden Park Primary Academy
Handcross Primary school
London Meed Community Primary School
Southgate Primary Academy
Holy Trinity CofE Primary School, Cuckfield

There is likely to be sufficient space in Horsham, Crawley and surrounding areas.

## Transport costs (for those that qualify)

Warninglid	Balcombe	1	WD1	£ 12,000
Warninglid	Bolney	1	WD2	£ 12,000
Warninglid	Cuckfield	2	WD3	£ 12,000
Warninglid	Lower Beeding	3	WD4	£ 12,000
Warninglid	Staplefield	2	WD5	£ 12,000
Warninglid	Henfield	1	WD6	£ 12,000

# Community impact

The WSCC Communities team have been consulted as part of the Impact Assessment process. They will provide specific formal feedback in conjunction with the Districts and Boroughs as part of the public consultation. At this stage they have highlighted that:

- Impact on Neighbourhood plan proposals needs to be considered
- Impact on wider community with regard local facilities needs to be considered as any regular clubs or events held at the school will need alternative arrangements
- Effects on schools receiving pupils would need consideration

# Asset ownership/ Legal



West Sussex County Council  
Economy, Planning & Place

Legal Aspects  
Check List  
T.F. 5253 & TF6236  
Deeds: D5617 & D6610  
Valuation File: DP/V/2469

Job title: Warninglid Primary School, Slaugham Lane, Warninglid,  
RH17 5TJ

1. On what tenure is the site held by WSCC?	<b>Coloured PINK</b> - WSCC Freehold Education Committee. (Unregistered).
2. Is the site affected by any Tenancy Agreement?	Not that we are aware of.
3. Are there any onerous encumbrances, which could affect development?	The School is situated within AONB (Area of Outstanding Natural Beauty). ~ There is an area of Ancient Woodland opposite the School and is shown <b>HATCHED GREEN</b> .
4. What are the boundary liabilities?	See 'T' marks.
5. Are any accommodation works to be carried out?	Not that we are aware of.
6. Would you investigate whether any rights of way affect the site and confirm the situation in due course?	There are no Public Rights of Way across this site.
7. Are you aware of any other legal factor which could affect development?	Not that we are aware of.
8. Are there any easements or wayleaves affecting the site?	Deed of Grant dated 25/05/1960 John Eric Lindsay Smith to East Sussex County Council for an easement to lay a soil drain with manholes under the land indicated by the <b>BROWN PECKED LINE</b> between points 'A' & 'B'. The said drain to be connected at point 'A' to a similar drain under Slaugham Lane from the School & connected at point 'B' to the existing sewage works. ~ <b>NOTE: - UK Power Networks</b> Due to Copyright restrictions we are unable to re-produce on our Legal Aspect Plan the data provided - but our search results are shown on the accompanying E Map search, and are as follows:  Search dated 06/03/2019 shows:- • Low voltage overhead cables in the positions indicated by the <b>GREEN LINES WITH THE</b>

1

	<p><b>LARGE BLACK DOTS.</b></p> <ul style="list-style-type: none"> <li>A service cable in the position indicated by the <b>TURQUOISE LINE</b>.</li> </ul> <p>A search dated 06/03/2019 of Southern Gas Networks provided no results.</p> <p><b>NOTE: - South East Water</b> Due to Copyright restrictions we are unable to re-produce on our Legal Aspect Plan the data provided - but our search results are shown on the accompanying search, and are as follows:</p> <p>Search dated 13/03/2019 shows:-</p> <ul style="list-style-type: none"> <li>Water pipes in the positions indicated by the <b>BLUE LINES</b>.</li> </ul> <p>~</p> <p>A search dated 06/03/2019 of Southern Water shows the following:-</p> <ul style="list-style-type: none"> <li>A foul water sewer in the position indicated by the <b>BROWN LINE</b>.</li> <li>A treated Effluent sewer in the position indicated by the <b>MAGENTA PECKED LINE</b>.</li> </ul> <p><b>Please check with all supply authorities.</b></p>
9. Does WSCC have an interest in or own any land adjacent to the site?	<b>Coloured BLUE</b> - WSCC Freehold Highways & Transport Committee. (Title WSX341584). ~ <b>Coloured PINK HATCHED BLUE</b> is presumed to be Maintainable Highway.
10. Do you have any details of the land being used for any purpose other than present use?	No.
11. Does the property fall within an area known to contain radon and in which band does it fall?	Band 1. 0-1%.
12. Has any part of the site been subject to a submission under the Dept. for Children Schools and Families Section 77 - General Consent for Change of Playing Field Use?	No.
13. Miscellaneous Information	A Pond is shown <b>STIPPLED BLUE</b> .

Compiled from the Terrier Records

Land and Property Information  
AUGUST 2007  
CHECKED & UPDATED MARCH 2019 - LGH

2

<b>Children and Young People’s Services Select Committee</b>
<b>11 September 2019</b>
<b>Special educational needs and disabilities (SEND) &amp; Inclusion Strategy for West Sussex 2019-2024.</b>
<b>Report by Director of Education and Skills</b>

### **Summary**

The County Council has developed a new Education and Skills strategy to support the inclusion of all children and young people, particularly those with special educational needs and disabilities (SEND). This strategy builds on the SEND strategy for 2016-2019 and the outcomes of the 2018 Ofsted/CQC SEND local area inspection.

The new SEND and inclusion strategy for West Sussex 2019-2024 has been co-produced during the spring term 2019, with a wide representation of stakeholders, indeed more than 150 people have participated in the development workshops and events. The stakeholders have included parent carers and young people as well as education providers and other professionals from across social care, health and education to ensure it relates to other County Council strategies.

A public consultation to seek views on the content of the draft strategy has taken place.

### **The focus for scrutiny**

The Committee is asked to consider the attached draft Cabinet Member decision report (Appendix A) and provide comment to the Cabinet Member for Education and Skills prior to the formal decision being taken.

## **Proposal**

### **1. Background and Context**

- 1.1 In 2016 the County Council’s published the SEND strategy 2016-19 which set out the aims and objectives for strengthening education for children and young people with SEND. In order to ensure the strategy reflects the future needs of children and young people a review of the existing strategy has been undertaken.
- 1.2 This review has resulted in the development of the SEND and Inclusion strategy 2019-2024 (Appendix 1) which, along with the accompanying implementation plan (Appendix 2) sets out how the County Council will

support the inclusion of all children and young people, with a particular focus on those with SEND.

- 1.3 The vision is that all children and young people in West Sussex will, irrespective of their learning needs or abilities, gain the skills and confidence to live well in their community. They will be supported and nurtured through an educational system that responds to their circumstances and prepares them for adulthood.
- 1.4 This strategy builds on the aims and objectives of the SEND strategy 2016-2019 and the outcomes of the 2018 Ofsted/ CQC SEND local area inspection.
- 1.5 The new strategy has been co-produced with parents, carers and young people, as well as education providers and professionals from social care, health and education, to ensure it complements other County Council strategies.
- 1.6 Within the Strategy three priorities have been identified:
  - Knowing our children and families well using an inclusive, person centred approach,
  - Meeting the needs of our children and young people through our schools, educational settings and services and
  - Working together towards solutions with all stakeholders having a collective responsibility.
- 1.7 Each of the priorities has clear supporting objectives and as set out in the implementation plan, are the key activities that will be undertaken to achieve these during the period to 2024. A data dashboard to show how success will be measured has also been developed.
- 1.8 The draft strategy and implementation plan have been the subject of public consultation, as detailed in section 3. The responses identified that there is a high level of support for the vision, priorities and key activities, but that this is tempered by a lack of belief that there will be the funding, resources and commitment for delivery.

## **2. Proposal**

- 2.1 It is proposed that the new SEND and inclusion Strategy for West Sussex 2019-2024 is adopted. The Cabinet Member for Education and Skills is therefore asked to confirm the approval of the SEND and inclusion strategy 2019 to 2024 and accompanying implementation plan for publication following its consideration by the Select Committee

## **3. Resources**

- 3.1 The summary of resources and costs is set out in section 3.4 of the draft Cabinet Member decision report (Appendix A).

## **Factors taken into account**

## **4. Issues for consideration by the Select Committee**



- 4.1 The Committee is asked consider the attached draft Cabinet Member decision report, which has been informed by a period of engagement with stakeholders. Issues members may wish to explore include:
- a) The strategy was developed collaboratively with the participation of more than 150 stakeholders in a series of workshops and builds on the aims and objectives of the SEND strategy 2016-2019 and the outcomes of the 2018 Ofsted/ CQC SEND Local Area inspection,
  - b) A comprehensive consultation process has been followed with 177 responses. Comments and feedback have been taken on board and the strategy has been updated. The results are summarised in section 3 of the draft Cabinet Member decision report (Appendix A),
  - c) The responses to the consultation identified that there is a high level of support for the vision, priorities and key activities, but that this is tempered by a lack of belief that there will be the funding, resources and commitment for delivery,
  - d) An equality impact assessment has been undertaken. It has not identified any potential for unlawful conduct or disproportionate impact. It concludes that all opportunities to advance equality are being addressed within the strategy. Engagement responses have identified some issues which will be taken into account during the development of the detailed implementation plan. The results are summarised in section 7 of the draft Cabinet Member decision report (Appendix A),
  - e) The draft strategy, together with the implementation plan is included in Appendix 1 and 2 of the draft Cabinet Member decision report (Appendix A) and
  - f) The SEND and inclusion project objectives are set out in section 4.3 of the draft Cabinet Member decision report (Appendix A). Progress of the project against these objectives and the implementation plan and the data dashboard (ref to national and regional benchmarks), will be reported on a termly basis and made public. Successful implementation requires the full engagement of all stakeholders.

## **5. Consultation**

- 5.1 Details of the consultation process are set out in draft Cabinet Member decision report (Appendix A). Proposals have been published in the County Council's Forward Plan of Key Decisions and the draft Cabinet Member report sets out the methodology and process of engagement that has been undertaken with stakeholders.

## **6. Risk Management Implications/Other Options Considered/Equality Duty/Social Value/Crime Disorder Implications/Human Rights Implications**

- 6.1 These sub headings are addressed in the draft Cabinet Member decision report (Appendix A).

**Paul Wagstaff**

Director of Education and skills

**Contact:** Helen Johns, Head of Inclusion and SEND, 03302226400

Appendix A: Draft Cabinet Member Decision Report

<b>Mr Burrett, Cabinet Member for Education and Skills (and Deputy Leader)</b>	<b>Ref No:</b>
<b>October 2019</b>	<b>Key Decision:</b> <b>Yes</b>
<b>SEND &amp; Inclusion Strategy for West Sussex 2019-2024.</b>	<b>Part I</b>
<b>Report by Director of Education and Skills</b>	<b>Electoral Divisions:</b> <b>All</b>
<p><b>Summary</b></p> <p>The County Council has developed a new Education and Skills strategy to support the inclusion of all children and young people, particularly those with special educational needs and disabilities (SEND). This strategy builds on the SEND strategy for 2016-2019 and the outcomes of the 2018 Ofsted/CQC SEND local area inspection.</p> <p>The new SEND and inclusion strategy for West Sussex 2019-2024 has been co-produced during the spring term 2019, with a wide representation of stakeholders, indeed more than 150 people have participated in the development workshops and events. The stakeholders have included parent carers and young people as well as education providers and other professionals from across social care, health and education to ensure it relates to other County Council strategies.</p> <p>A public consultation to seek views on the content of the draft strategy has taken place.</p> <p>A public consultation to seek views on the content of the draft strategy has taken place and the outcome of this is set out in section 3.</p>	
<p><b>West Sussex Plan: Policy Impact and Context</b></p> <p>Best Start in Life: Approval and implementation of the SEND and Inclusion Strategy will support the inclusion of all children and young people, with a particular focus on those with Special Educational Needs and Disabilities (SEND)</p>	
<p><b>Financial Impact</b></p> <p>The Implementation of the strategy has three key aspects:</p> <ul style="list-style-type: none"> <li>• The provision of additional places.</li> <li>• Inclusion support, training and cultural changes.</li> <li>• Project costs to deliver the SEND Strategy.</li> </ul> <p>These costs are all detailed in section 4 together with the projected savings</p>	
<p><b>Recommendations</b></p> <p>The Cabinet Member for Education and Skills is requested to:-</p> <ol style="list-style-type: none"> <li>(1) Approve the SEND and Inclusion Strategy 2019 - 2024 and accompanying implementation plan for publication.</li> </ol>	

- (2) Approve the proposal to develop a full business case, to be taken through the County Council's capital governance process for the increase in the number of classrooms in our maintained special schools, in order to educate children with SEND locally and reduce out of county placements.

## **Proposal**

### **1. Background and Context**

- 1.1 In 2016 the County Council published the SEND Strategy 2016-19 which set out the aims and objectives for strengthening education for children and young people with special educational needs and disabilities (SEND). In order to ensure the strategy reflects the future needs of children and young people a review of the existing strategy has been undertaken.
- 1.2 This review has resulted in the development of the SEND and inclusion strategy 2019-2024 (Appendix 1) which, along with the accompanying implementation plan (Appendix 2) sets out how the County Council will support the inclusion of all children and young people, with a particular focus on those with SEND.
- 1.3 The vision is that all children and young people in West Sussex will, irrespective of their learning needs or abilities, gain the skills and confidence to live well in their community. They will be supported and nurtured through an educational system that responds to their circumstances and prepares them for adulthood.
- 1.4 This strategy builds on the aims and objectives of the SEND strategy 2016-2019 and the outcomes of the 2018 Ofsted/ CQC SEND local area inspection.
- 1.5 The new strategy has been co-produced with parents, carers and young people, as well as education providers and professionals from social care, health and education, to ensure it complements other County Council strategies.
- 1.6 Within the Strategy three priorities have been identified:
- Knowing our children and families well (an inclusive, person centred approach).
  - Meeting the needs of our children and young people through our schools, educational settings and services.
  - Working together towards solutions (collective responsibility).
- 1.7 Each of the priorities has clear supporting objectives and, set out in the Implementation Plan, are the key activities that will be undertaken to achieve these during the period to 2024. A data dashboard to show how success will be measured has also been developed.
- 1.8 The draft strategy and implementation plan have been the subject of public consultation, as detailed in section 3. The responses identified that there is a

high level of support for the vision, priorities and key activities, but that this is tempered by a lack of belief that there will be the funding, resources and commitment for delivery.

- 1.9 As part of the new strategy, a review of existing specialist provision has been undertaken. In addition, the number of children with SEND that are educated in placements out of the county as their needs are not able to be met in maintained schools or Academies has also been reviewed.
- 1.10 The High Needs Block funding from the Department for Education is currently no longer sufficient to meet the increasing costs of providing for the number of children with Education Health and Care Plans (EHCPs). In March 2015 3,423 children and young people in West Sussex had EHCPs and by June 2019 this number had risen to 5,440.
- 1.11 The needs of children with SEND are also becoming more complex and this is driving increased financial pressures across the system. There is a shortage of local specialist educational provision to meet need, particularly in relation to Autism Spectrum Disorder (ASD) and Social, Emotional and Mental Health Needs (SEMH), and this is resulting in the County Council needing to increase the number of children educated in specialist placements with independent providers. There is also an increased demand for top-up funding across all settings.
- 1.12 There is a lack of capacity within mainstream schools to provide a graduated response to additional needs. Many schools are facing financial pressures and therefore do not have the capacity to provide additional support to pupils. As a result, this is driving up the demand for more specialist education services, as children with low level SEND who could potentially attend mainstream schools are being educated in more specialist provision. This is coupled with an increase in the number of pupils with SEND being excluded and the need to provide costly alternative provision for these pupils. Parental requests for specific high cost placements and tribunal decisions to support parental preference are also further driving demands on the Dedicated Schools Grant High Needs Block.
- 1.13 The new strategy will therefore look to increase provision for children and young people with SEND by increasing the number of classrooms in our maintained special schools and through the creation of additional Special Support Centres (SSCs) in maintained mainstream schools. Through doing this it will be possible to educate children locally and reduce the costs associated with educating children out of county in Independent Non-Maintained Special Schools (INMSS). There will also be a potential reduction in transport costs by placing children more locally.
- 1.14 The proposal to increase the number of special support centres (SSCs) in maintained schools also featured as part of the existing SEND Strategy, and as a result Cabinet Member [approval](#) to develop Phase 1 of this project, was provided in December 2018.

## **2 Proposals**

### **2.1 Adoption of SEND and Inclusion Strategy**

- 2.1.1 It is proposed that the new SEND and Inclusion Strategy for West Sussex 2019-2024 is adopted. The Cabinet Member for Education and Skills is therefore asked to confirm the approval of the SEND and Inclusion strategy 2019 to 2024 and accompanying implementation plan for publication.
- 2.1.2 The objectives for the implementation of the strategy are as follows:
- Local Authority maintained and academy provision meeting the needs of most pupils with SEND by 2023.
  - The numbers of placements into the independent sector are measurably reduced and, where they remain, are reviewed annually and actions arising are successfully followed through.
  - Maintained schools are inclusive and meet the needs of pupils with SEND with appropriate support.
  - Early intervention opportunities are maximised.
  - There are no permanent exclusions in primary schools for pupils with SEND and the proportion of permanent exclusions in secondary for pupils with SEND is no more than 20% of the annual figure of exclusions for 2017-18
  - Specialist School provision provided by the Local Authority is financially sustainable
  - Achievement and progress made by pupils with SEND is at least in line with national for similar pupils
  - The costs of providing education for pupils with SEND are managed within the High Needs budget
  - There is a measurable reduction in the overspend on SEND transport costs
  - Quality assurance in place to ensure “what good looks like” is achieved
  - The implementation tasks and plan which arises from the SEND Strategy is achievable within the timelines set (supported by the required resource).
- 2.1.3 The delivery of the implementation plan and achievement of the objectives will also require investment in the following additional resources:
- Three project workstream leads on a temporary fixed term basis to lead the culture for inclusion, SEND offer and settings workstreams, and
  - Three additional SEND school advisors on a permanent basis to provide Quality Assurance to INMS, SSC, SS and Mainstream settings. They will also provide training and development and support for the local SENCO networks
- 2.1.4 Progress of the project against these objectives the implementation plan and the data dashboard (that references national and regional benchmarks), will be reported on a termly basis and made public.

## 2.2 Additional Classrooms in Special Schools

- 2.2.1 A further strand of the new strategy is to increase the number of classrooms in maintained special schools. The funding for this investment is to come from the Special Provision Capital Fund, which was created from monies provided by government to help local authorities create new school places and improve existing facilities for children and young people with SEND, in

consultation with parents and providers. The total allocation for West Sussex is £5.526m.

- 2.2.2 To date, £0.650m of this fund has already been approved on the capital works required to enable expansion of the Maidenbower Special Support Centre. The remaining £4.876m is planned to be spent on the following 5 schemes:

School	Need	Planned Places	Design Fee	Capital Cost	Revenue Saving per annum
Palatine, Worthing	Additional 4 classrooms	36	£0.200m	£1.900m	£0.900m
QE2, Horsham	Additional 2 classrooms	16	£0.050m	£0.750m	£0.400m
St Anthony's, Chichester	Additional 4 classrooms	36	£0.200m	£2.000m	£0.900m
Herons Dale, Shoreham	Additional small group spaces	12	£0.015m	£0.170m	£0.300m
Fordwater, Chichester	Increased provision for pupils with Profound & Multiple Learning Difficulties	4	£0.015m	£0.160m	£0.100m
<b>Total</b>		<b>104</b>	<b>£0.480m</b>	<b>£4.980m</b>	<b>£2.600m</b>

### 2.3 Additional Special Support Centres (SSCs) in our Mainstream Schools

- 2.3.1 As part of the new strategy it is also proposed to increase the number of special support centres (SSCs) in maintained schools. As described in paragraph 1.14 Cabinet Member approval to develop Phase 1 of this project was provided in December 2018.

- 2.3.2 Since the start of Phase 1 further work has been undertaken looking at both needs across the county and the willingness/suitability of maintained schools to have an SSC. It is proposed that the County Council now progresses with Phases 2 and 3 of the scheme to increase the number of SSCs across the county which would involve the creation of up to eight additional SSCs in mainstream schools, generating an extra 84 places for those children with high functioning autism and social, emotional and mental health difficulties. This proposal will be the subject of a separate key decision process.

### 2.4 Enabling Schemes

- 2.4.1 In order to help deliver the SEND and inclusion strategy objectives, investment in a couple of enabling schemes will also be required:

- Intensive Planning Team (IPT) – This team has been running as a pilot for the last two years, involving colleagues from Education, Health and Social Care working together to support children with a range of complex needs/high risks, and
- A new local area outreach scheme to schools.

- 2.4.2 The IPT service arose from individual cases where usual approaches to supporting a child and family did not seem to be stopping their trajectory

into INMSS or social care services. The initial team came together in a person centred model supporting a small number of children, but were soon receiving significant numbers of requests for support. In year one the service worked with 91 children and last year with a further 74.

2.4.3 The IPT model has been developed in a tiered way with intensive support for some young people and consultation/advice and guidance to professionals and others. The young people worked with to date have predominantly been at risk of:

- Placement in a residential INMSS setting. The County Council currently has a higher percentage than comparator authorities of children in INMSS.
- Chronic and protracted non-attendance in school and/or permanent exclusion. The latter leading to placement in an alternative setting and or INMSS, and the former reducing educational and life chances.
- Family pressure and family breakdown and risk of demand for children's social care up to and including being accommodated.
- Social exclusion and vulnerability

2.4.4 Alongside the new SEND and inclusion strategy it is proposed to continue with the IPT and look to extend the scale and scope of the service to increase the impact on children and families and increase savings and cost avoidance. This will allow:

- the team to work in a more intensive way with the most highly complex children including direct support at home, 5 at any given time
- An increase to 40 children in total at any one time on an intensive support plan
- An increase in the group based, alternative provision and short term support by 18 children
- The ability to ensure consultation, advice and guidance is timely and increasing the team around the special school model to include all special schools.
- Attendance at every SEND panel and regular support to complex case panel

2.4.5 In addition to the IPT it is also intended to establish and pilot a new local area outreach scheme to schools, which if successful will be rolled out on a fully chargeable basis county wide from year two. This scheme will provide local specialist resource (psychological and speech & language) to support the inclusion of children in their local school.

## **Factors taken into account**

### **3. Consultation**

- 3.1. In order to develop the new strategy representatives from a cross section of stakeholders were invited to participate in strategy development workshops and events. 150 people took part in these and stakeholders included parent carers and young people as well as education providers and other professionals from across social care, health and education.
- 3.2. The draft strategy was then the subject of a public consultation through an online survey on the council's 'Have your Say' Consultation Portal and 177



replies were received. A summary of the consultation responses is included in Appendix 4. A full [analysis](#) of the consultation responses has been shared with the Cabinet Member

- 3.3. A number of discussions were held with existing forums including Primary, Secondary and Special Head teacher Executives groups and the West Sussex Parent Carer Forum to ensure their views were incorporated into the Strategy.
- 3.4. A further public consultation was held to seek views on the final draft strategy document together with the high level implementation plan. A summary of the outcome is also included in Appendix 4.
- 3.5. The Cabinet Member for Children and Young People has been kept updated and consulted during the development of the strategy.

#### 4. Financial (revenue and capital) and Resource Implications

##### 4.1 Revenue Consequences of Proposal

- 4.1.1 A summary of the additional revenue funding required to implement and deliver the new SEND and Inclusion Strategy is set out below:

Revenue Costs	Current Yr 2019/20 £m	Year 2 2020/21 £m	Year 3 2021/22 £m	Year 4 2022/23 £m
Human Resources	n/a	0.805	0.210	0.210
Other	n/a	0.220	0	0
<b>Total</b>	<b>n/a</b>	<b>1.025</b>	<b>0.210</b>	<b>0.210</b>
Education - Dedicated Schools Grant	n/a	0.410	0	0
Education - Local Authority funded	n/a	0.420	0.210	0.210
Children's Services	n/a	0.205	0	0
<b>Total</b>	<b>n/a</b>	<b>1.025</b>	<b>0.210</b>	<b>0.210</b>

- 4.1.2 A more detailed breakdown of these costs is set out in sections 4.3, 4.4 and 4.5 below.
- 4.1.3 Currently the County Council has a balance of £3.338m in its General Dedicated Schools Grant (DSG) Reserve, although some of these monies will be required to fund any overspending on the 2019/20 High Needs budget, which as at the end of July 2019 was forecast to be £1.184m. Schools Forum will be asked at its meeting in October 2019 to agree to release £0.410m from these remaining reserves to help fund the SEND and Inclusion Strategy enabling schemes - the Intensive Planning Team (£0.270m) and the new Outreach Pilot to Schools (£0.140m) - in 2020/21.
- 4.1.4 The costs associated with the Intensive Planning Team have been assumed to be for one year only (ie 2020/21), on the basis that future year costs will be able to be funded through savings associated with the implementation of the SEND and inclusion strategy.

4.1.5 The average INMSS placement costs the DSG High Needs Block £0.042m per year, whereas the average Special School placement costs £0.017m per year. Therefore it has been assumed that the capital investment into new classrooms in Special Schools will save an average of £0.025m per placement.

Revenue Savings	Current Year 2019/20 £m	Year 2 2020/21 £m	Year 3 2021/22 £m	Year 4 2022/23 £m
Special Schools				
Gross Saving	0	0	4.368	0
Investment	0	0	-1.768	0
<b>Net Saving</b>	<b>0</b>	<b>0</b>	<b>2.600</b>	<b>0</b>

4.1.6 The timing of these savings is ambitious as the cost avoidance savings in reality will only be generated as and when future young people with an EHCP are to be placed in an educational setting, and not as soon the new facilities have been created. However, the work being carried out by the enhanced IPT service will help to facilitate these savings.

#### 4.2 Capital Consequences

4.2.1 The Capital Programme for 19/20 – 23/24 includes a total budget of £6.2m for the SEND development programme, which includes £3.355m in relation to Special Provision Capital Fund grant monies for additional classrooms in Special Schools.

4.2.2 The current Capital Programme does not show the full £4.876m available relating to the Special Provision Capital Fund as it does not include £1.521m additional funding that the County Council received as part of the government's December 2018 announcement. This will therefore need to be built into the next capital programme when it is approved in February 2020. Monies scheduled to be spent in 21/22 and 22/23 will also need to be brought forward into 20/21 in order to complete all works by September 2020.

4.2.3 As a result of the proposed capital works set out in this paper, and in order to deliver the revenue savings set out above, the following changes will need to be made to the Capital Programme:

	Current Year 2019/20 £m	Year 2 2020/21 £m	Year 3 2021/22 £m	Year 4 2022/23 £m
Existing Capital budget	0.350	1.255	1.000	0.750
Change from Proposal	-0.350	3.621	-1.000	-0.750
Proposed Capital budget	0	4.876	0	0

4.2.4 In addition to the funding set out above, monies will also be required from the Feasibility Fund in order to pay for the feasibility works required for the SEND capital works.

#### 4.3 Human Resources

4.3.1 A summary of the additional posts required to implement and support the new SEND and Inclusion Strategy, together with the annual cost, is set out below:

<b>County Council Posts</b>	<b>FTE</b>	<b>Education DSG</b>	<b>Education LA</b>	<b>Children's Services</b>
<u>SEND Project Resources</u> Specialist Workstream Leads (temp to 31 <sup>st</sup> March 2021)	3.0	n/a	£0.210m	n/a
<u>SEND and Inclusion Strategy</u> SEND School Advisors	3.0	n/a	£0.210m	n/a
<u>Intensive Planning Team</u> Deputy Manager	1.0	£0.025m	n/a	£0.025m
Person Centred Practitioners	5.0	£0.080m	n/a	£0.080m
Specialist Advisory Teacher	0.4	£0.035m	n/a	n/a
<u>Outreach Pilot to Schools</u> Locality Area Specialists (full cost recovery in 21/22)	2.0	£0.140m	n/a	n/a
<b>Total</b>	<b>14.4</b>	<b>£0.280m</b>	<b>£0.420m</b>	<b>£0.105m</b>

4.3.2 As part of the increased IPT service, the Health Service will also be approached to fund a Clinical Psychologist (0.6 fte), a Sensory Occupational Therapist (0.6 fte) and staff to cover two psychiatry sessions per week.

#### 4.4 IT

4.4.1 Additional software will be required to supplement existing County Council IT packages to assist in supporting the planning of pupil places for children with SEND. This is expected to cost £0.020m as a one-off cost, plus an on-going annual licence fee. These costs can be found from within the existing Education IT budget.

#### 4.5 Other Resources

4.5.1 A number of service development projects will also be required to be carried out as part of the implementation of the new SEND and Inclusion Strategy, and a summary of these, together with their estimated annual cost, is set out in the table below:

<b>Service Development Budgets</b>	<b>Education DSG</b>	<b>Children's Services</b>
<u>SEND Project</u> Socio Emotional Mental Health Training	£0.050m	n/a
Alternative Provision Plan Development	£0.002m	
Physical/Visual and Hearing Impairment Review	£0.003m	
Quality Kite Mark Development	£0.005m	
Area Inclusion Improvement Board 'Peer Review'	£0.040m	
Reprioritisation of Existing DSG High Needs Spend	-£0.100m	

<u>IPT Education Projects</u>		
Fair Access Team (children at risk of exclusion)	£0.010m	n/a
Lodge Hill – Key Stage 3 2 <sup>nd</sup> Pilot	£0.020m	n/a
Specialist Alternative Provision Packages	£0.100m	n/a
<u>IPT Education Projects</u>		
Aspens/Specialist Autism (1:1 Support Packages)	n/a	£0.030m
Beacon House/Therapeutic (Spot Purchases)	n/a	£0.010m
Creative Family Support Packages	n/a	£0.030m
Crisis Emergency Support	n/a	£0.020m
<b>Total</b>	<b>£0.130m</b>	<b>£0.090m</b>

4.5.2 It is estimated that the SEND Service Development projects included in the table above will cost approx. £0.1m on an annual basis. The funding for these developments will be found by re-prioritising existing funding from within the DSG High Needs block.

#### 4. Legal Implications

None for the purpose of this report

#### 5. Risk Implications and Mitigations

Risk of not approving the strategy and its implementation	Mitigating Action (in place or planned)
The County Council will not adequately cover off / close the actions from the January 2018 SEND Inspection outcome and this could result in a poor follow up OFSTED in 3 years	There is currently no mitigating action in place or planned
The County Council will not achieve the SEND strategy objectives stated in section 2.1	There is currently no mitigating action in place or planned

#### 6. Other Options Considered (and reasons for not proposing)

6.1 Do nothing – let the existing strategy expire. Forecasts of increased SEND demand and analysis of current performance by benchmarking against other authorities shows that a 'do nothing' option is not appropriate.

#### 7. Equality and Human Rights Assessment

7.1 Section 149 of the Equality Act 2010 requires that public bodies, in exercising their functions, have due regard to the need to (1) eliminate discrimination, harassment, victimisation and other unlawful conduct under the Act, (2) advance equality of opportunity and (3) foster good relations between persons who share a protected characteristic and persons who do not share it.

- 7.2 The SEND & inclusion strategy will help all children and young people (0-25) in West Sussex, irrespective of their learning needs to achieve the skills and confidence they require to make a positive contribution to the community in which they live. They will be supported and nurtured through a local educational system that responds to their diverse circumstances and prepares them for adulthood. An Equalities Impact Analysis has been undertaken for the proposed strategy. An overview of the key equalities issues is provided in Appendix 5. This analysis has not identified any potential for unlawful conduct or disproportionate impact and concludes that all opportunities to advance equality are being addressed within the strategy.
- 7.3 Engagement responses have highlighted some equalities issues (for example the need to home educate because of no suitable local provision to meet the need) which will be addressed as part of the development of the detailed Implementation Plan. The detailed Implementation plan will also be subject to an Equalities Impact Assessment to help ensure we are compliant with our Public Sector Equalities Duties.

## **8. Social Value and Sustainability Assessment**

We will include sustainability considerations in the formulation of the tasks and actions that support the delivery of the implementation plan, which will underpin this strategy. We are currently liaising with the Sustainability Team and others to do this'

## **9. Crime and Disorder Reduction Assessment**

None for the purpose of this report

### **Paul Wagstaff**

Director of Education and Skills

**Contact Officer:** Helen Johns, Head of Inclusion and SEND, 03302226400

## **Appendices**

- Appendix 1 - Draft strategy
- Appendix 2 - Implementation plan
- Appendix 3 - Data Context
- Appendix 4 - Consultation summary rounds 1 and 2
- Appendix 5 - Equalities impact assessment

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**West Sussex Education and Skills Strategy  
for SEND & Inclusion 2019-2024**

**Supporting the inclusion of all children and young people (0-25 years), with a particular focus on those with Special Educational Needs and Disabilities (SEND)**

**Our vision...**

Our vision is that all children and young people in West Sussex will, irrespective of their learning needs or abilities, gain the skills and confidence to live well in their community. They will be supported and nurtured through an educational system that responds to their circumstances and prepares them for adulthood.

Children and young people and their families will be:

- Supported to participate in local schools and educational settings
- Welcomed, included and have a sense of belonging
- Cared for and supported in their health and wellbeing
- Valued and able to influence and shape the education and support they receive

This strategy builds on our SEND strategy for 2016-2019 and the outcomes of our 2018 Ofsted/ CQC SEND Local Area inspection.

It has been co-produced with parent carers and young people, as well as education providers and professionals from social care, health and education, to ensure it complements other local authority strategies. Together, we have identified the following priorities for all our work:

**1. Priority: Knowing our children and families well (an inclusive, person centred approach)**

Children and young people and their families will:

- Have their educational needs understood and planned for as early as possible
- Feel they belong and are valued
- Be confident partners in the planning for their future, including at times of transition
- Understand and have confidence in the SEND services available in West Sussex, whether that is within health, education, social care or the voluntary sector

**2. Priority: Meeting the needs of our children and young people through our schools, educational settings and services**

**West Sussex will have:**

- A skilled, confident and resilient workforce, able to meet the educational, social and emotional needs of all children and young people
- A range of high quality schools, settings and services, where good practice is celebrated and shared
- A consistent graduated approach that will “assess, plan, do and review” the support that has been put in place to meet the needs of each child and young person with SEND

### **3. Priority: Working together towards solutions (collective responsibility)**

#### **Everyone involved in supporting the needs of West Sussex children and young people will:**

- Experience services, systems and processes which support schools and settings to meet needs and to access timely, appropriate and relevant information
- Think creatively to develop solutions that meet the needs of children and young people with SEND as close to home as possible, ideally within West Sussex
- Have quality assurance in place to ensure consistent, effective and inclusive provision and practice
- Use data and intelligence to plan together to meet current and projected needs of children and young people

#### **What will we do to meet these three priorities?**

##### **We will:**

- Provide tools, training and support for schools and settings to further develop inclusive practice and to enable constructive discussions with the child and family
- Provide a self-help guide to assist schools and settings to understand need as early as possible; put into place appropriate provision; and know when and how to access more specialist support
- Provide a guide for families to explain the West Sussex SEND educational offer
- Develop shared expectations with schools and settings for universal support and the graduated approach for those with SEND
- Provide Local Authority support to build on best inclusion and SEND leadership practice
- Celebrate inclusive practice through an annual event
- Develop shared transition guidance for moving between schools and settings
- Provide quality assurance to develop consistent SEND provision
- Review and develop specialist SEND provision across West Sussex
- Develop and provide a data dashboard and information to support multi-agency planning and quality assurance
- Work with all partners to strengthen our multi-agency approach to identify and support the needs of children and young people, including those in vulnerable groups

#### **How will we know if we are making a difference?**

We will publish accessible action plans and performance indicators against which we can measure our success. These will be updated termly and published on the West Sussex Local Offer. This will enable us to hold each other to account for our joint work and also on progress made in our SEND & Inclusion Strategy. This would include how we relate to other local authority strategies, e.g. Pathways to Adulthood. A SEND & Inclusion Strategy Board, with parent carer, school and other education setting representation, will formally oversee the delivery of the strategy and report to WSCC cabinet board members. Regular focus groups will also be held with children and young people.

#### **How can I get involved?**

An up-to-date view on our current SEND & Inclusion Strategy activities and information on how you can get involved will be found on the West Sussex Local Offer [www.local-offer.org](http://www.local-offer.org)



## Appendix 1

### The SEND and Inclusion Strategy Implementation Plan 2019 - 2024:

Upon approval of the strategy a project team will be established to manage the project and it's supporting work streams. The project will be overseen and organised as follows:

## Strategy Implementation Project Structure



A high level implementation plan has been developed to show how we will progress the key actions that support our three priorities. The high level implementation plan is set out on the next page.

We recognise that there is an urgent need for change and in Year 1 we will deliver the following:

- 1) Easy access to online resources.
  - Resource - tools, information, strategies, how to guides, and signposting to services for further support
- 2) An updated effective and evolving training and support offer.
  - Action 1 – Area Specific (Whole school/ locality (Area))
  - Action 2 – Role Specific (SENCo School Leaders, Governors, support staff, teachers NQT /NQT +1)
- 3) Setting support for Quality First Teaching.
- 4) A pilot for outreach support resourced by specialists.

- 5) Four Area SEND Link Advisors recruited to develop our quality assurance processes in both mainstream and specialist settings, this will include peer reviews using recognised frameworks and support for SENCO Networks to ensure that our SENCO workforce is clear in understanding processes and expectations.
- 6) A WSCC Inclusion Quality Mark and supporting checklist.
- 7) Plan and deliver our first annual event to celebrate inclusion.
- 8) Publish online documentation, setting out the support that is universally available in all schools and settings as well as targeted and specialist support.
- 9) SEND leadership programme.
- 10) SEND Data and provision review completed and shared.
- 11) Contracts with Service Level Agreements in place at all SEND schools and settings covering pupil admission and exit criteria.
- 12) Robust and accurate SEND place planning resources and tools.
- 13) An annual survey designed and tested to measure the impact of the progressive implementation of the strategy for all stakeholders.
- 14) Termly project progress reports issued with a data dashboard.

However we have not waited for the approval of the strategy to progress key areas of work. In the autumn term 2019, a specialist resource base for primary children will provide a social and emotional therapeutic support programme to enable pupils to return to their mainstream school. This is in addition to two nursery specialist resource bases for children with Communication and Interaction Needs. This is in line with the identified priority to have in place early identification and intervention places. We are also reviewing our existing Specialist Support Centres (SSC's) identifying further specialist resource bases for pupils with SEND from September 2020. Alongside this initiative, we are also supporting individual schools with professional expertise where they have developed their own in-house provision for pupils with social, emotional and mental health needs.

We have also commenced the recruitment of one of the four SEND Link Advisers to develop our quality assurance processes in both mainstream and specialist settings, including supported peer reviews using recognised frameworks. This will be built upon as we implement the strategy during the autumn term 2019 to ensure that our SENCO workforce is clear in its understanding of processes and expectations.

At this time our implementation plan is in its early stage of development and is therefore high level. It outlines the actions and approximate timelines that we will be working to so that we can achieve our vision for all children in West Sussex.

# Implementation Plan

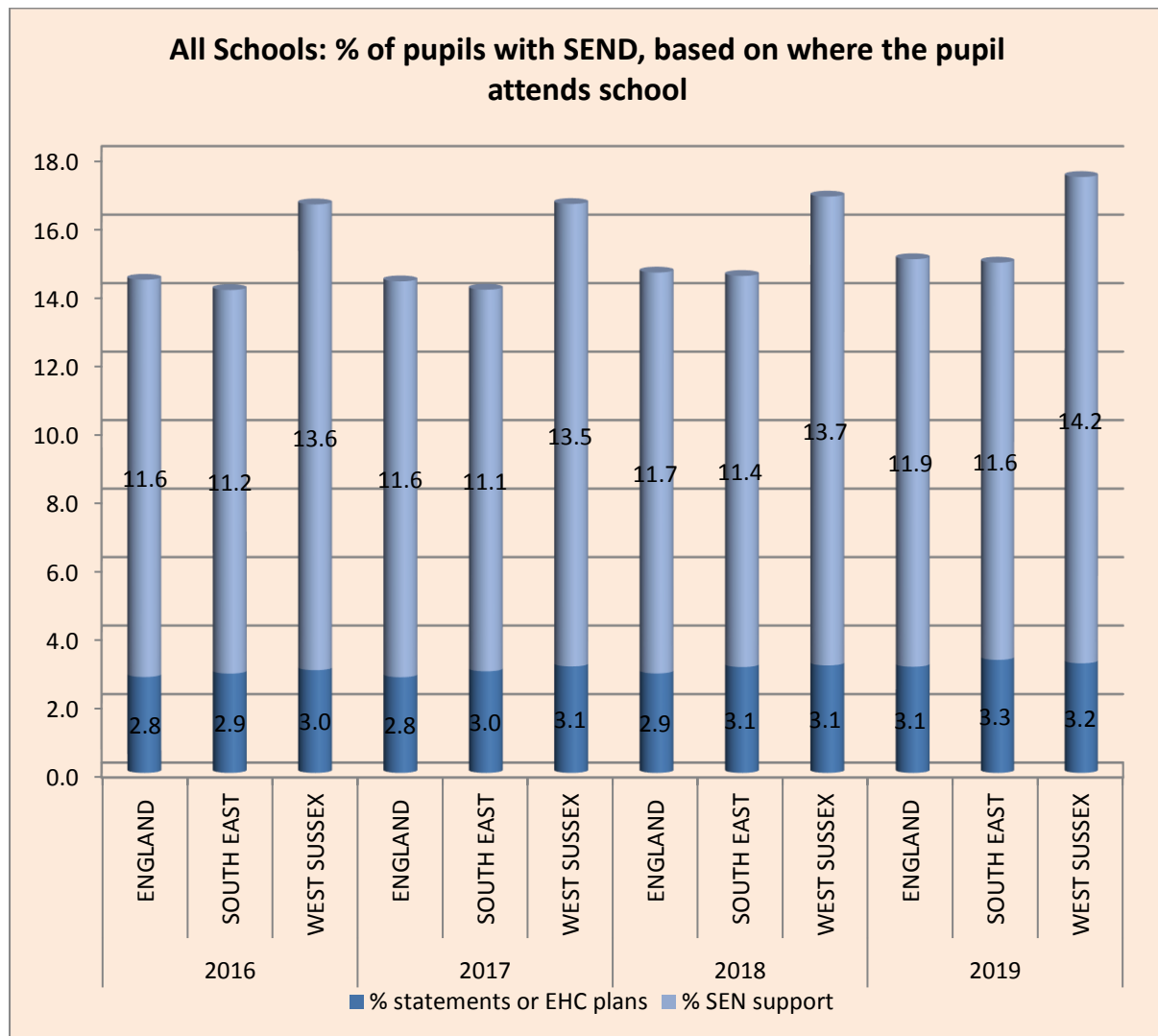
			RAG	2019	2020	2021	2022	2023	2024
				S O N D J F M A M J J A S O N D	J a F e M A r J u J u A u S e O c N o D e	J a F e M A r J u J u A u S e O c N o D e	J a F e M A r J u J u A u S e O c N o D e	J a F e M A r J u J u A u S e O c N o D e	
Approval of strategy and implementation plan	Submit Select Cttee/ CM Decision Report		29 <sup>th</sup> August						
	Select Committee		11 <sup>th</sup> September						
	<b>Cabinet Member Decision</b>		<b>8<sup>th</sup> October</b>						
	Call in period for CM Decision		17 <sup>th</sup> October						
	<b>Strategy Live/ funding in place</b>		Nov-19						
Project Set Up	Project documentation and governance set up		Nov-19						
	Establishment of Project Board		Nov-19						
	Backfilling resources to establish project team		Nov-19						
	Project team in place		Nov-19						
Culture of Inclusion (Settings) and QA	<b>PROVISION OF TOOLS TRAINING AND RESOURCES TO SUPPORT INCLUSION</b>								
	Review online resources with schools and settings								
	Online resources are accessible		Jun-20						
	Review SEND training and support offer (whole school, locality and NQT+1)								
	Produce and publish an updated training and support offer		Jun-20						
	Enhanced Support Quality First Teaching (Link to QA)								
	Scoping of locality/ area specialist resource outreach pilot								
	Recruit pilot resource								
	Run outreach pilot								
	Assessment of pilot		Dec-20						
	Business cases made for outreach pilot roll out to other locality areas on a traded basis								
	Expansion of outreach model (subject to pilot)								
	<b>QUALITY ASSURANCE (QA)</b>								
	Agreement SEND Area Link adviser								
	Recruit 4* Area SEND Link Advisers								
	Research of Inclusion Quality Mark adopted in other authorities								
	Design and develop WSCC Inclusion Quality Mark / check list development etc								
	Development of Inclusion Quality Mark CPD								
	Roll Out of CPD and QA Assessment of the Inclusion Quality Mark								
	QA AIBB peer review pilot set up (using check list)								
Assessment of pilot results/ proposal for way forward		Sep-21							
<b>EVENT TO CELEBRATE INCLUSION</b>									
Plan an annual event that celebrates inclusive practice									
Deliver an annual event that celebrates inclusive practice		Jun-20							
SEND OFFER	<b>UNIVERSAL PROVISION AND GRADUATED APPROACH</b>								
	Development of online document "what is universally available" within settings								
	Development of online document "targeted and specialist support" within settings								
	Document launch event (universal)		Jun-20						
	Document launch (targeted and specialist)		Jun-21						
	<b>MULTI AGENCY APPROACH TO IDENTIFY AND SUPPORT CYP NEEDS</b>								
	Development of a SEND programme for leadership at all levels.								
	Programme Launch		Jun-21						
	Implementation of "SEND Leadership" programme at all levels								
	Transition Management (settings including APC and Hospitals)	<b>TRANSITION PATHWAY</b>							
Development of a Transition Pathway / protocol with parent carers and settings									
Roll out Transition Pathway to all settings.			Sep-22						
Flexibility across settings (in term/ year) developed.									
Development of Managed Moved Pathway									
Roll out of Managed Move Pathway to all Settings and Parent carers		Sep-23							
Setting definition/ place planning and contracts	<b>DATA REVIEW</b>								
	Baseline SEND data by Settings		Jul-19						
	Analysis of data and summary report of findings (future developments required)		Mar-20						
	Reporting on SEN INMS transport costs		Mar-20						
	Proposal presented with supporting business case for required investment		Apr-20						
	Implementation Plan post approval		Jun-20						
	<b>SPECIALIST SETTINGS (already resourced)</b>								
	Delivery of already agreed setting expansion (SSC and Special school current DFE Grant)		Sep-20						
	Template descriptor document/ key information developed (all settings) .		Nov-19						
	Template descriptor document/ key information (all settings) consultation .		Feb-19						
	Working group analyse responses and agree content.								
	Business cases made for any areas of provision currently not resourced/available		Apr-20						
	<b>CONTRACTS</b>								
	Contracts/ SLAs put in place with settings and required professional teams								
	All Settings admitting pupils with EHCPs have a descriptor document/ SLA/Contracts.		Sep-20						
<b>PLACE PLANNING</b>									
Recruit to SEN Schools Planning Officer Role		Sep-19							
Assess SEN forecasting technology tools		Dec-19							
Complete business case to seek funding for suitable tool.		Feb-20							
Implement place planning tool									
SEN Section 106 policy embedded for developers		Sep-20							
Reporting/ Finance and Surveys	<b>PULSE SURVEY</b>								
	Development of annual strategy impact Pulse survey (all stakeholders)								
	Pulse survey undertaken		Nov-20						
	<b>SMART DASHBOARD</b>								
	Baseline confirmation and benchmark								
	Key measures to support progress of strategy against project objectives		Jan-20						
	Data dashboard developed and in place to support Multi Agency Panel		Jan-20						
Termly Project Progress reporting (first report)		Mar-20							
AIBB / Locality head/groups data dashboard developed and in place		Sep-20							

EHCP's/ SEN	Number/ %	Target					
		Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
% EHCNA that progress to EHCP							
Total Number of WS EHCP's 0-25							
% of pupils with Special Education Needs (SEN) (All schools)							
% of pupils Education, Health and Care (EHC) Plans (All schools)							
<b>Type of setting</b>	<b>% of all EHCPs WS</b>						
Non-maintained early years							
Mainstream school							
Special School							
AP/PRU							
Further Education							
Awaiting provision							
Home educated							
INMS							
<b>SEN Costs P/A (Financial)</b>	<b>£</b>						
Total INMS Expenditure (Fees)							
Total SEN Transport Costs							
<b>Exclusions P/A</b>	<b>% of the school population WS</b>						
Fixed period exclusions from schools for SEN pupils with a EHCP							
Fixed period exclusions from schools for SEN pupils without EHCP							
Permanent exclusions from school for SEN pupils with a EHCP							
Permanent exclusions from school for SEN pupils without a statement/ EHCP							
<b>WS SEN Planned Places</b>	<b>Number</b>						
Special							
SSC							
Utilisation	%						
Shortfall/ excess							
<b>QA checks/ visits completed P/A against the Inclusion Quality standard checklist</b>	<b>Number</b>						
Non-maintained early years							
Mainstream Primary							
Mainstream Secondary							
Special School							
AP/PRU							
Further Education							
INMS (including contract reviews)							
<b>Therapeutic training completed P/A</b>	<b>Number of schools</b>						
Mainstream Primary							
Mainstream Secondary							
Special School							
AP/PRU							
Further Education							
<b>Other</b>	<b>Number/ %</b>						
Number (%) of schools attending termly SENCO support session							
% of schools accessing other training sessions (Thinking Governors, NQT's + 1, NQTs, TA's as well as SENCOs etc)							
Number (%) of school requesting and receiving support through CARMS or support from advisory teams - could also be an income generation target for some training							
Number (%) of schools opening (and hopefully using!) graduated approach (website hits)							
Number (%) of nominations for Annual Inclusion awards							
Number (%) of schools gaining / working on inclusion kite mark (or whatever we choose)							
Annual parent and school survey of confidence in supporting children with SEND							

NB all are academic year apart from where stated  
Baseline data to be developed following DFE publication of the latest data (with benchmarks) in July 2019

### Appendix 3: Data Context

The current picture of Special Educational Needs and Disabilities (SEND) in West Sussex is as follows.



<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2019>

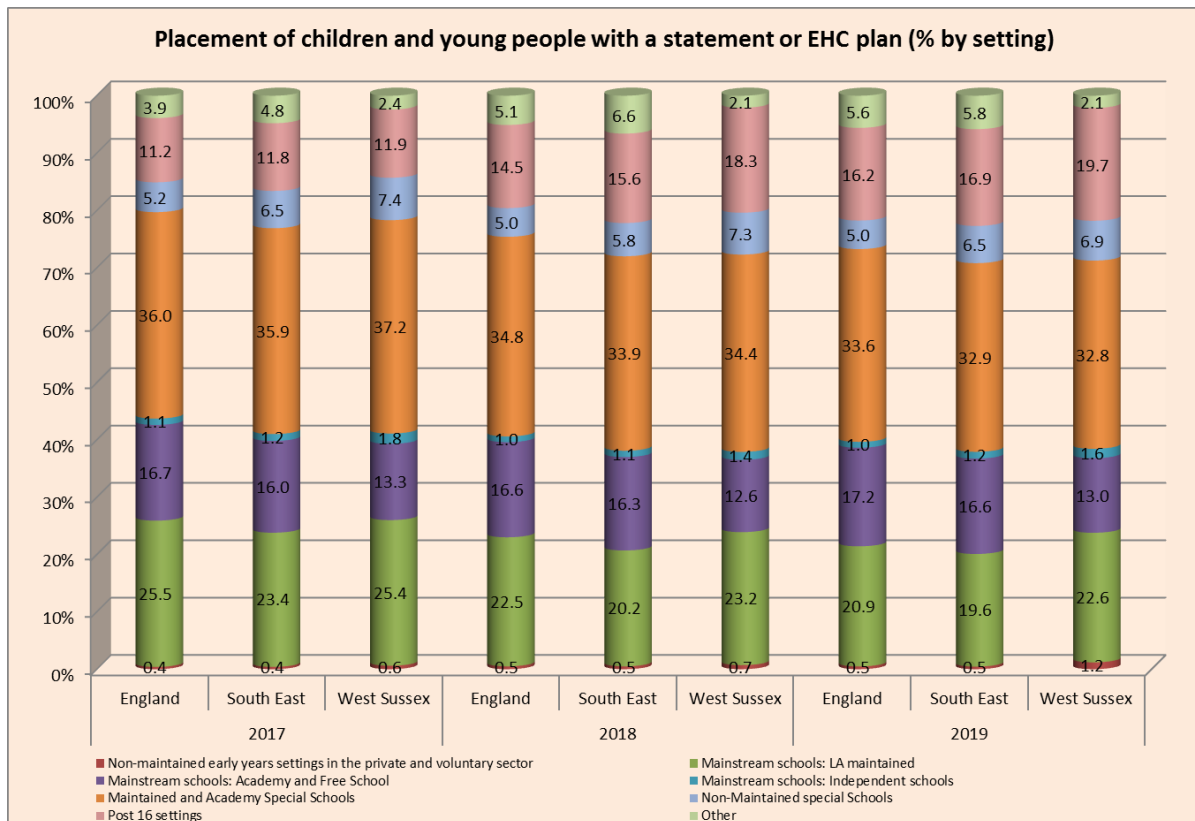
**Notes**

(1) Includes all academies including free schools, state-funded and non-maintained special schools, middle schools as deemed, all-through schools, city technology colleges, university technology colleges, studio schools, direct grant nursery schools, pupil referral units and general hospital schools.

(2) Excludes 476 pupils in independent schools where headcount has been derived and SEN status is unknown - see methodology document for more information.

In West Sussex there is a higher than average number of pupils being identified as having SEND. It is essential that schools and settings are supported in accurately identifying and meeting the needs of all learners.

The SEND Strategy strives to raise parental confidence that their local school or setting is fully able to meet their child's needs and prepares them for adult life.



In West Sussex there is a higher than average number of pupils with Education Health and Care Plans (EHCPs) placed in the Independent and Non Maintained Sector Schools (INMSS), in particular those with social emotional mental health (SEMH) needs and Autistic Spectrum Condition (ASC). The County Council are committed to supporting the development of local provision to meet these needs.

National data indicates that children requiring SEND Support are five times more likely to be excluded than their peers, with those with an EHCP also having a higher risk of exclusion than those without SEND. The County Council are committed to ensuring all children and young people have a high quality consistent educational experience.

For a more detailed view of national published West Sussex SEND data which has been benchmarked against other local authorities please see Local Government Associations LG Inform: [West Sussex SEND dashboard - LG Inform](#).

## **Analysis of Responses to Public Consultation Summary Report**

Re: Approval of the SEND and Inclusion strategy 2019 to 2024

A public consultation exercise was undertaken by West Sussex County Council between 13th May 2019 and Friday 14th June 2019 to seek feedback from the community on the Draft SEND and Inclusion Strategy.

There were 177 responses directly entered on the County Councils Have Your Say website. Forty seven % (85) were from parents or carers in the county and 26% (50) were from stakeholders related to a school - School Governors, Head Teachers or Teaching Staff.

80 % (148) of responses agreed or strongly agreed with the vision and 95% (168) of responses agreed or strongly agreed with the 3 priorities. Of the 5% that disagreed there was a general lack of confidence that anything would happen due to a lack of finance, resource or ability to change the culture of the system.

70 % (127) of responses felt that the activities identified in the strategy would have a medium or high impact if they were carried out as part of the implementation plan. However a number of respondents did not believe that the implementation plan would be resourced. There was however firm support 92% (163) in favour of our proposals to publish accessible action plans and performance indicators against which we can measure our success against a realistic and measurable plan.

The consultation also provided the opportunity of including free text comments on the strategy and its intentions. A summary of the key themes from the comments is set out below with the number of counts.

### **Best Things about the Strategy and its intentions**

<b>KEY THEMES (found in comments on best things in strategy)</b>	<b>Counts (number of mentions)</b>
Child/person centred	53
Working together, including with families	47
Aspirational, good intentions	38
Inclusion of all children	36
Early identification and timely intervention	32

**Things that could be improved**

<b>KEY THEMES (found in comments on improvements in strategy)</b>	<b>Counts (number of mentions)</b>
Need for funding, resources and training	74
Detailed plans	38
Need for commitment from all stakeholders to ensure collective responsibility	30
Accountability, quality assurance	23

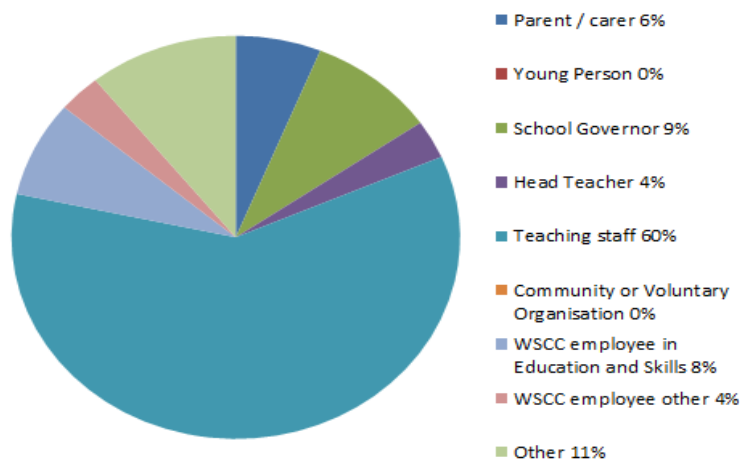
The consultation responses and feedback were considered carefully and as a result the final draft document includes

- A detailed implementation plan incorporating each of the eleven key activities set out in the draft strategy, against which project progress will be measured and reported upon.
- The provision of information on the data that will be used to measure progress.
- The dependencies upon which the delivery plan is based (for example, approval of business cases to support resource and/ or capital investment).
- Sets out clearly definitions of key terms and references used.

A second round public consultation exercise was then undertaken by West Sussex County Council on the 'Have Your Say' website between 8th July and Friday 19th July 2019 to seek feedback from the community on the revised draft SEND and Inclusion Strategy and draft implementation plan. This was the second part of the formal consultation process and responders were asked if they had any further comments on the proposals. Respondents were able to provide their view using a free type text.

65 responses to the second round of consultation were directly entered onto West Sussex County Council's 'Have Your Say' website.





39 (60%) of responses were noted to be from teaching staff. It should be noted that 35 of these 39 responses had very similar wording and have been received from the same source. This could indicate that they maybe from one individual or a campaign group, but we have no way of verifying this.

A summary of the main themes noted in the comments is set out below.

Theme	Number of comments relating to theme
The need for resources to implement the strategy	50
Positive comments about the implementation plan and or strategy	42
The need for timely specialist services to support schools and settings	41
The need for effective communication between schools, settings, parents and services	38

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## APPENDIX 5

### Equality Impact Report – West Sussex SEND and Inclusion strategy 2019 to 2024

Title of report	<b>Equality Impact Report</b>
Date of implementation	<b>July 2019</b>
EIR completed by Name: Tel:	<b>James Richardson</b> <b>0330 222 3727</b>
<b>1. Background</b>	
<p>The County Council has been developing a new SEND and Inclusion Education and Skills Strategy to support the inclusion of all children and young people, particularly those with Special Educational Needs and Disabilities (SEND). This strategy builds on our SEND strategy for 2016-2019 and the outcomes of our 2018 Ofsted/ CQC SEND Local Area inspection.</p> <p>A public consultation has been conducted to inform the development of the new SEND and Inclusion Strategy for 2019-2024. Stakeholders have been engagement to co-produce the strategy and views have been sought on the vision, priorities and key activities by which the Council will shape its work and any decisions in relation to SEND and Inclusion over the next five years.</p> <p><b>Equality duty</b></p> <p>The Equality Act (2010) mandates a duty within public bodies to:</p> <ul style="list-style-type: none"> <li>• eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;</li> <li>• advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and</li> <li>• foster good relations between persons who share a relevant protected characteristic and those who do not share it.</li> </ul> <p>To meet the equalities duty set by the Equality Act (2010), authorities are required to analyse the impact of proposed policies, strategies and action plans across all of the protected groups.</p> <p>In this Equality Impact Assessment, we evaluate the impact of the West Sussex SEND and Inclusion strategy 2019 to 2024 to anticipate and avoid any discriminatory or negative consequences for a particular group, on the grounds of:</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender reassignment</li> </ul>	

- Marriage and civil partnership
- Pregnancy and maternity
- Race (including, ethnic origin, nationality)
- Religion or belief (including lack of belief)
- Sex/Gender
- Sexual orientation

The strategy sets out three priority areas

- Knowing our children and families well (an inclusive, person centred approach).
- Meeting the needs of our children and young people through our schools, educational settings and services.
- Working together towards solutions (collective responsibility).

### **SEND General (ONS data, January 2018)**

The number of pupils with special educational needs (SEN) has increased for a second consecutive year from 1,244,255 in January 2017 to 1,276,215 in January 2018, an increase from 14.4% to 14.6% of pupils:

- 2.9% of pupils have an EHC plan. A further 11.7% are on SEN support
- 24% of pupils on SEN support have MLD as a primary type of need.
- 28.2% of pupils with an EHC plan have ASD as a primary type of need
- Pupils with special educational needs remain more likely to be eligible for free school meals - 25.8% compared to 11.5% of pupils without special educational needs. Pupils with EHC plans are more likely to be eligible for free school meals than pupils on SEN support (30.9% compared to 24.5%).

Socially, there has been an increase in incidents of bullying and hate crime in relation to children with SEND and the National Society for the Prevention of Cruelty to Children highlights that they are significantly more likely to face abuse. Official statistics note that children with social, emotional, mental health needs are nine times more likely to face permanent exclusion from school. (University of Cambridge report - Children with disabilities are being denied equal opportunities for a quality education across the world, including in the UK)

Practical barriers, relationships with parents/service users, patterns of service delivery may all present barriers to inclusion (Joseph Rowntree Foundation 2007 Report, Barriers to inclusion and successful engagement of parents in mainstream services). Parents with lower educational attainment, disabled parents, lone parents and parents with non-residential children tended to be less satisfied/ able to access or use the information/support needed, whereas younger parents had higher rates of accessing formal and informal support/advice.

## **SEND Gender (ONS data, January 2018)**

Special educational needs remain more prevalent in boys than girls, 14.7% of boys were on SEN support in January 2018 compared to 8.2% of girls. 4.2% of boys had a EHC plan in January 2018, an increase from 4.0% in January 2017. 1.6% of girls had a EHC plan in January 2018

- Autistic Spectrum Disorder is the most prevalent primary type of need for both boys (32.3%) and girls (17.2%) with a statement or EHC plan.
- Speech, Language and Communication needs were the most prevalent primary type of need among boys with SEN support at 24.3%, compared with 20.0% of girls. Moderate Learning difficulty was the most prevalent primary type of need among girls with SEN support at 27.5%, compared with 22.2% of boys.

## **Age related issues**

The population of West Sussex is over 850,000, and has increased by 8.9% over the last 10 years. This is in line with increases seen at a national and regional level. The population in West Sussex is projected to increase by a further 8%+ from 2015 to 2025 with larger increases projected in the 65+ age group (20%+) and notably in the 85+ age group (30%+), in the same 10 year period.

## **Age**

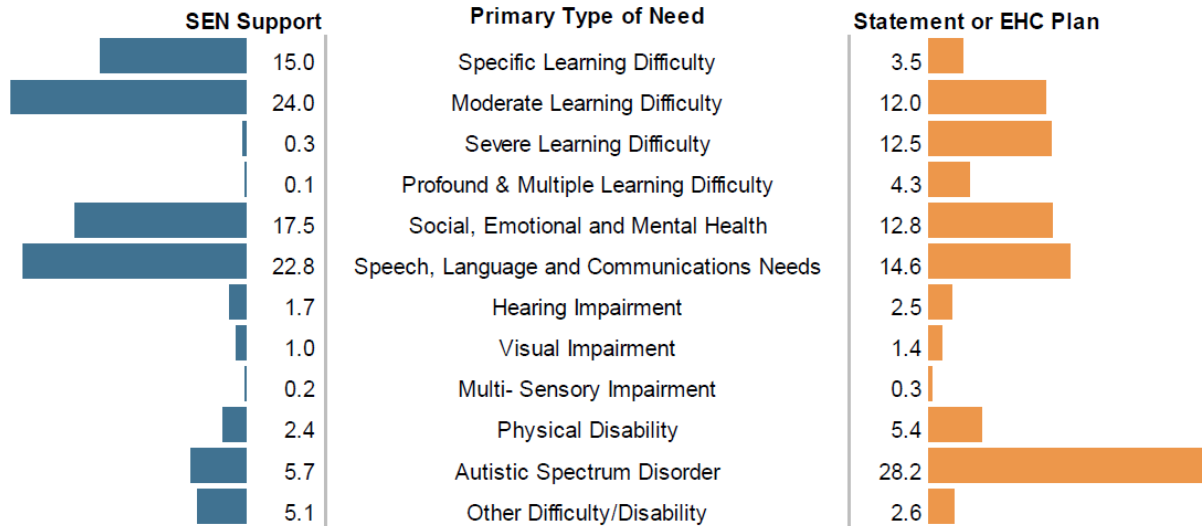
In 2017 there were 190,700 residents aged 0-19 years, there has been a 5.5% rise in this age group in the last 10 years, although this increase is accounted for by a considerable rise in the younger age groups (0-4 years and 5-9 years) and a small increase in the 10-14 and a decline in the 15-19 age groups).

ONS 2018 shows distribution of pupils with a statement of EHC plan by age and gender in state funded primary and secondary schools in England. SEN support is most prevalent among 10 year-olds (14.6% of pupils). As age increases, the percentage of pupils with Statements or EHC plans also increases, up to age 15, where 3.8% of pupils have a statement or EHC plan.

ONS 2018 There is some variation among age groups for primary type of need. 62.8% of 3 year-olds on SEN support have a primary type of need of Speech Language and Communication needs. This reduces to 14.5% of 10 year-olds and 8.4% of 15 year-olds. At age 15 the most prevalent type of need for pupils with SEN Support is Specific Learning Difficulty at 26.1%, compared with 17.1% at age 10 and 10.3% at age 7.

In the 2016 National School Census ethnic minority groups accounted for almost one-third (30%) of pupils of compulsory school age (aged 5-16) in England, more than double the 14.2% recorded in 2003 (DFE, 2016, Schools, pupils and their characteristics January 2016 (SFR 20/2016). London: Department for Education. DFE, 2016).

### Impact of Types of disability



Source: Schools census, January 2018

### Physical/Mobility issues

Those with mobility issues may face unintentional barriers to inclusion including (a) the physical environment (e.g., narrow doorways, ramps); (b) intentional attitudinal barriers (e.g., isolation, bullying); (c) unintentional attitudinal barriers (e.g., lack of knowledge, understanding, or awareness); and (d) physical limitations (e.g. difficulty with manual dexterity).

Pivik, J., McComas, J., & Laflamme, M. (2002). Barriers and Facilitators to Inclusive Education. *Exceptional Children*, 69(1), 97–107.  
<https://doi.org/10.1177/001440290206900107>

A study by Lieberman et al (2002) Teachers identified the most prevalent barriers to including children with visual impairments in physical education were professional preparation, equipment, programming, and time Children with visual impairments perceived barriers to their inclusion . (Lauren J. Lieberman 1\* , Cathy Houston-Wilson 1\* , Francis M. Kozub 2\* (2002) Perceived Barriers to Including Students with Visual Impairments in General Physical Education in Adapted Physical Activity Quarterly, Volume: 19 Issue: 3 Pages: 364-377 )

### 'Race and ethnicity' related issues

According to a University of Oxford/ESRC report by Strand and Lindorff (2018), There is 'ethnic' disproportionality within the identification of SEN in England. With studies suggesting the odds for Black Caribbean and Pakistani pupils being identified with Moderate Learning Difficulties (MLD) were 1.5 times higher than for White British

pupils, and the odds for Black Caribbean and Mixed White and Black Caribbean (MWBC) pupils being identified with Social, Emotional and Mental Health (SEMH1) Needs were twice those for White British pupils. Educational inclusion and attainment of BAME pupils may also be impacted by language and cultural differences

The largest ethnic group in West Sussex is White British (88.9%) and the largest minority ethnic group is White other (2.9%) followed by Asian/Asian British (1.7%). Minority groups are largely concentrated in Crawley and in coastal towns such a Bognor Regis, Littlehampton and Worthing.

**Table 3:** Ethnic group by geography, census 2011, count (percentage of total pop)

Ethnic Group	West Sussex	Adur	Arun	Chichester	Crawley	Horsham	Mid Sussex	Worthing
<b>Total Population</b>	806,892	61,182	149,518	113,794	106,597	131,301	139,860	104,640
<b>White British</b>	717,551 (88.9%)	56,843 (92.9%)	137,024 (91.6%)	105,841 (93%)	76,888 (72.1%)	121,020 (92.1%)	126,341 (90.3%)	93,594 (89.4%)
<b>White other (inc. Irish)</b>	38,948 (4.8%)	1,820 (2.9%)	8,094 (5.4%)	4,481 (3.9%)	8,292 (7.7%)	5,042 (3.8%)	6,677 (4.7%)	4,542 (4.3%)
<b>Mixed/ multiple ethnic groups</b>	12,155 (1.5%)	886 (1.4%)	1,502 (1%)	1,092 (0.9%)	3,098 (2.9%)	1,774 (1.3%)	1,967 (1.4%)	1,836 (1.7%)
<b>Asian/ Asian British</b>	28,334 (3.5%)	1,058 (1.7%)	2,116 (1.4%)	1,617 (1.4%)	13,825 (12.9%)	2,585 (1.9%)	3,761 (2.6%)	3,372 (3.2%)
<b>Black/ African/ Caribbean/ Black British</b>	7,146 (0.8%)	313 (0.5%)	538 (0.3%)	518 (0.4%)	3,469 (3.2%)	651 (0.4%)	788 (0.5%)	869 (0.8%)
<b>Other ethnic group</b>	2,758 (0.3%)	262 (0.4%)	244 (0.1%)	245 (0.2%)	1,025 (0.9%)	229 (0.1%)	326 (0.2%)	427 (0.4%)

Source: ONS, 2011

Ethnic disproportionality, if not addressed through appropriate provision can result in unequal future outcomes, and this issues is increasingly salient as the BAME population in England continues to grow. A key recommendation of this report is that LAs, multi-academy trusts and schools must have due regard to the Public Sector Equality Duty requirements and should monitor ethnic disproportionality and achievement – *perhaps this is a recommendation which could be included in the implementation plan? Other recommendations include identifying priorities and pooling resources to develop effective responses.*

Pupils whose first language is known to be English are more likely to have special educational needs (14.9%) than those whose first language is known to be other than English (12.4%). (ONS 2018)

### **Gypsy and Traveller children –**

Distance learning for Gypsy and Traveller Children face may barrier to education in general which may be multiplied from and SEND perspective: Poor attendance, elective home education and children missing from education, discrimination, bullying and cultural role differentiation all have an impact – see Parliament paper - Tackling inequalities faced by Gypsy, Roma and Traveller communities .

Traveller of Irish heritage and Gypsy/Roma pupils are respectively 2.7 and 2.6 times more likely than White British pupils to have SEN (Lyndsay, Pather and Strand, (2006) SPECIAL EDUCATIONAL NEEDS AND ETHNICITY: ISSUES OF OVER-AND-

UNDER-REPRESENTATION)

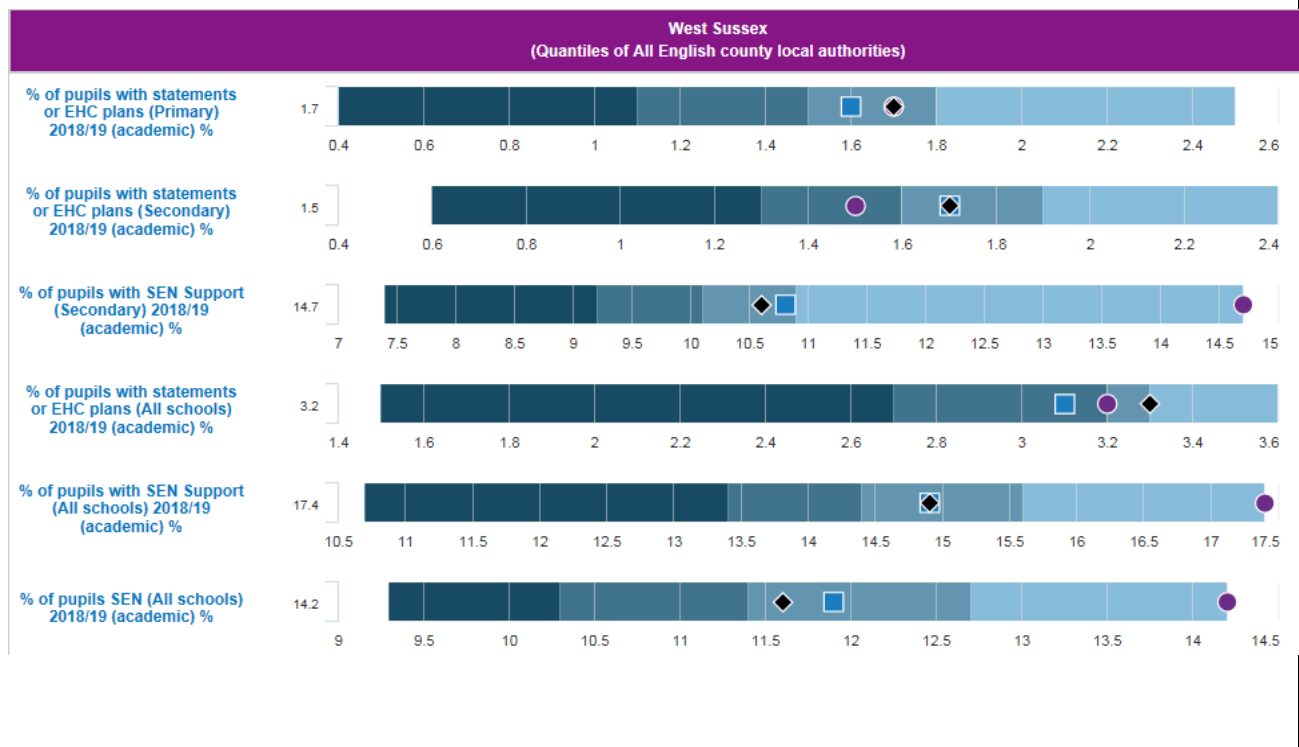
**Education in general**

A 2009 DfCSF paper called 'Breaking the link between disadvantage and low attainment: Everyone's business' suggested that despite all-round improvements, poor children were still half as likely to get good GCSE grades, the paper noting that social class gaps opened up early and that some young people from traditional working class backgrounds showed less ambition than more recently arrived minority ethnic groups.

Although many ethnic minority children face specific challenges such as racial and ethnic marginalisation, poverty and/or living in deprived areas, language and cultural barriers, lack of social capital, some minority ethnic groups are performing much better than White British children e.g. in 2014/5 86.8% of Chinese children , 80.8% of Indian children, 72.6% of Bangladeshi children and 67.8% of Black African children achieved more GCSEs A\*-C or equivalent than did White British children (65.9%), whereas 62.4% of Pakistani and 58.1% of Black Caribbean children achieved this. (Dr. Saeeda Shah, 2018, Against the odds: ethnic minority students are excelling at school, University of Leicester)

**Profile of West Sussex SEND**

The current picture of Special Educational Needs and Disabilities (SEND) in West Sussex compared to the south east and national data is set out in the graphs below. It shows that West Sussex has a higher % of SEN Support pupils



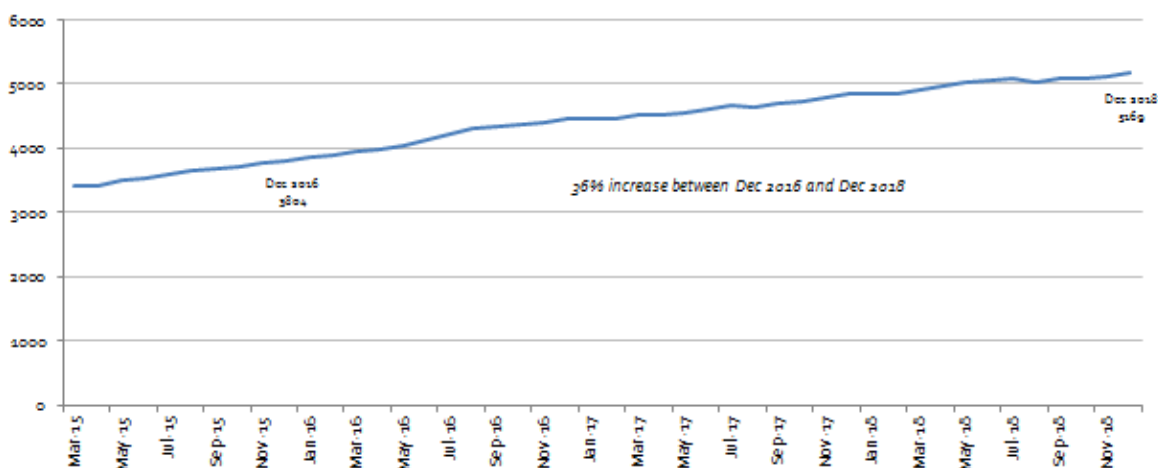


● West Sussex  
◆ Mean for South East  
■ Mean for England

Indicators that have a polarity will show a direction of travel (D.O.T) label of: Improving, No change or Worsening

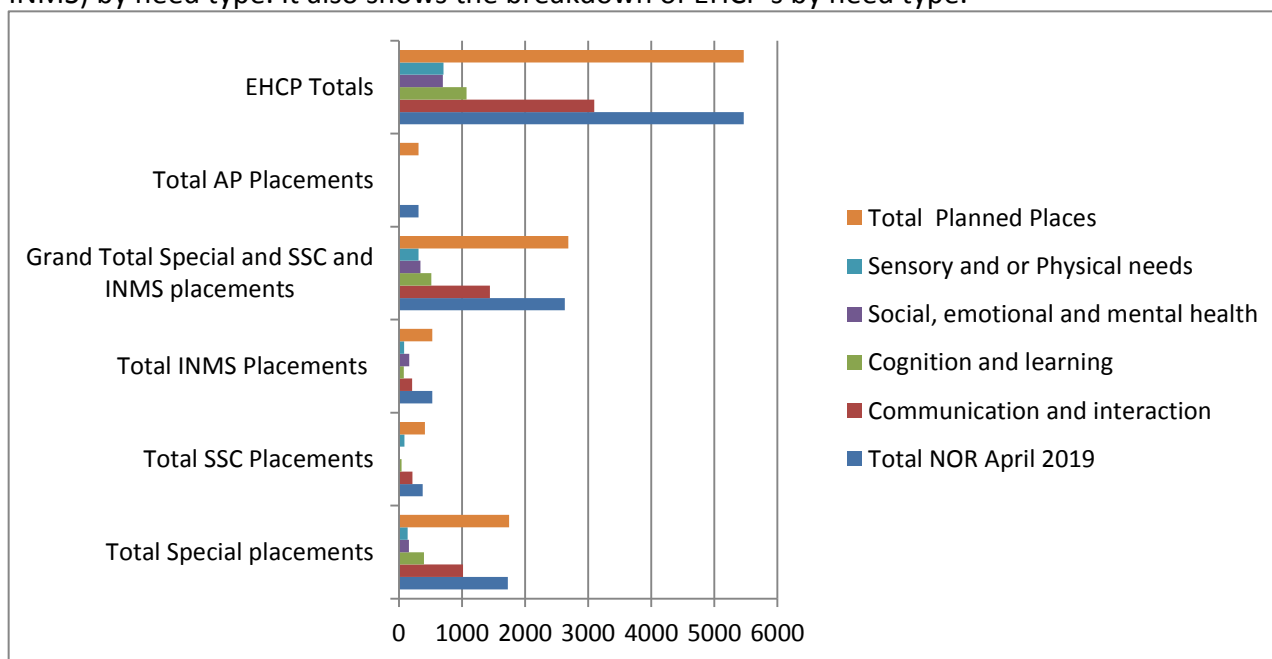
Indicators that have no polarity will show a direction of travel (D.O.T) label of: Increasing, No change or Decreasing

### 4.1.1 Total No. of Final Statements/EHCPs (excluding OLA) pupils)



Source: SENAT Monthly Monitoring 2016, 2017, 2018

The set of graphs below show the number of pupils in the different types of settings (SS, SSC, AP, INMS) by need type. It also shows the breakdown of EHCP's by need type.



**2. Describe any negative impact for customers or residents.**

No negative impacts have been identified or are anticipated as a result of the SEND and inclusion Strategy on the basis of the protected characteristics.	
<b>3. Describe any positive effects which may offset any negative impact.</b>	
No negative impact is anticipated from adopting the SEND and inclusion Strategy.	
<b>4. Describe whether and how the proposal helps to eliminate discrimination, harassment and victimisation.</b>	
The strategy is all about inclusion, and as such will help eliminate discrimination harassment and victimisation.	
<b>5. Describe whether and how the proposal helps to advance equality of opportunity between people who share a protected characteristic and those who do not.</b>	
As 4 above,	
<b>6. Describe whether and how the proposal helps to foster good relations between persons who share a protected characteristic and those who do not.</b>	
As 4 above. The strategy is intended to be used in planning, commissioning and the provision of health and social care services, and other services that impact on wider determinants of health, such as education, housing. It is anticipated that this will promote equality of access and personalised services for all groups in society and support local communities to work together to find solutions to local issues.	
<b>7. What changes were made to the proposal as a result? If none, explain why.</b>	
None.	
<b>8. Explain how the impact will be monitored to make sure it continues to meet the equality duty owed to customers and say who will be responsible for this.</b>	
The strategy sets the direction and framework for SEND and Inclusion in West Sussex	

<b>To be signed by an Executive Director or Director to confirm that they have read and approved the content.</b>			
<b>Name</b>		<b>Date</b>	

<b>Your position</b>	
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# Forward Plan of Key Decisions

## Explanatory Note

The County Council must give at least 28 days' notice of all key decisions to be taken by members or officers. The Forward Plan includes all key decisions and the expected month for the decision to be taken over a four-month period. Decisions are categorised in the Forward Plan according to the [West Sussex Plan](#) priorities of:

- Best Start in Life
- A Prosperous Place
- A Safe, Strong and Sustainable Place
- Independence in Later Life
- A Council that Works for the Community

The Forward Plan is updated regularly and key decisions can be taken daily. Published decisions are available via this [link](#). The Forward Plan is available on the County Council's website [www.westsussex.gov.uk](http://www.westsussex.gov.uk) and from Democratic Services, County Hall, West Street, Chichester, PO19 1RQ, all Help Points and the main libraries in Bognor Regis, Crawley, Haywards Heath, Horsham and Worthing.

**Key decisions** are those which:

- Involve expenditure or savings of £500,000 or more (except decisions in connection with treasury management); and/or
- Will have a significant effect on communities in two or more electoral divisions in terms of how services are provided.

The following information is provided for each entry in the Forward Plan:

<b>Decision</b>	The title of the decision, a brief summary and proposed recommendation(s)
<b>Decision By</b>	Who will take the decision
<b>West Sussex Plan priority</b>	See above for the five priorities contained in the West Sussex Plan
<b>Date added to Forward Plan</b>	The date the proposed decision was added to the Forward Plan
<b>Decision Month</b>	The decision will be taken on any working day in the month stated
<b>Consultation/ Representations</b>	Means of consultation/names of consultees and/or dates of Select Committee meetings and how to make representations on the decision and by when
<b>Background Documents</b>	What documents relating to the proposed decision are available (via links on the website version of the Forward Plan). Hard copies of background documents are available on request from the decision contact.
<b>Author</b>	The contact details of the decision report author
<b>Contact</b>	Who in Democratic Services you can contact about the entry

For questions about the Forward Plan contact Helena Cox on 033022 22533, email [helena.cox@westsussex.gov.uk](mailto:helena.cox@westsussex.gov.uk).

**Published: 2 September 2019**

## Forward Plan Summary

### Summary of all forthcoming executive decisions in West Sussex Plan priority order

Page No	Decision Maker	Subject Matter	Date
 <b>Best Start in Life</b>			
5	Cabinet Member for Education and Skills	Allocation of Funding for Investment in Site Security and Fencing Improvements in West Sussex Maintained Schools	September 2019
6	Interim Executive Director Resource Services	Award of Contract for the expansion works to Nyewood Junior School, Bognor Regis	September 2019
6	Interim Executive Director Resource Services	Award of Contract for the expansion of Shelley Primary School, Broadbridge Heath	September 2019
7	Cabinet Member for Children and Young People	Children's In-house Residential Service Strategy	September 2019
8	Cabinet Member for Children and Young People	Formation of a Regional Adoption Agency	September 2019
9	Cabinet Member for Education and Skills	Small Schools Assessment	September 2019
10	Interim Executive Director Resource Services	Southwater Infant and Junior Schools - Additional Funding Replacement Accommodation	September 2019
10	Cabinet Member for Finance and Resources, Cabinet Member for Education and Skills	Woodlands Meed College Site, Burgess Hill - Allocation of Funding for Project Delivery	September 2019
11	Cabinet Member for Education and Skills	Expansion of Manor Green Primary School, Crawley	October 2019
12	Interim Executive Director Resource Services	Award of Contract for the expansion of Manor Green Primary School, Crawley	October 2019
13	Cabinet Member for Education and Skills	Replacement All Weather Pitch at The Weald Community School, Billingshurst	October 2019
14	Cabinet Member for Education and Skills	SEND and Inclusion Strategy 2019-2024	October 2019
15	Cabinet Member for Children and Young People	Adoption of the West Sussex Children First Strategy	November 2019
16	Cabinet Member for Education and Skills	Provision of new school hall at Thorney Island Primary School	November 2019
 <b>A Prosperous Place</b>			
<b>Error! Bookmark not defined.</b>	Cabinet Member for Highways and Infrastructure	Framework for managing planned events on West Sussex highways	September 2019
<b>Error!</b>	Director of Highways,	A2300 Corridor Improvements - submission	September

<b>Bookma rk not defined.</b>	Transport and Planning	of full business case and award of construction contract(s)	2019
<b>Error! Bookma rk not defined.</b>	Cabinet Member for Highways and Infrastructure	A27 Arundel Bypass: response to a further consultation by Highways England	October 2019
<b>Error! Bookma rk not defined.</b>	Director of Highways, Transport and Planning	A29 Realignment Scheme - award of design contract	October 2019
<b>Error! Bookma rk not defined.</b>	Cabinet Member for Highways and Infrastructure	Concessionary Travel Scheme - award of bus pass manufacture and administration contract	November 2019
<b>Error! Bookma rk not defined.</b>	Executive Director Place Services	Worthing Public Realm Works - Adur and Worthing Growth Programme	November 2019



### A Strong, Safe and Sustainable Place

<b>Error! Bookma rk not defined.</b>	Director of Public Health	Award of Integrated Sexual Health Services Contract	September 2019
<b>Error! Bookma rk not defined.</b>	Cabinet Member for Adults and Health	Commissioning of Local Healthwatch and Independent Complaints Advocacy Service	September 2019
<b>Error! Bookma rk not defined.</b>	Cabinet Member for Adults and Health	Extension of Commissioned Social Support Services Contracts for one year	September 2019
<b>Error! Bookma rk not defined.</b>	Cabinet Member for Adults and Health	Procurement of Public Health Services	September 2019
<b>Error! Bookma rk not defined.</b>	Cabinet Member for Environment	Shoreham Harbour Joint Area Action Plan	September 2019
<b>Error! Bookma rk not defined.</b>	Cabinet Member for Environment	Soft Sand Review - Proposed Submission Draft	September 2019
<b>Error! Bookma</b>	Cabinet Member for Environment	Limit use of Household Waste Recycling Sites to West Sussex residents	October 2019

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<b>Error! Bookmark not defined.</b>	Executive Director Place Services	Worthing Community Hub Award of Contract	October 2019
<b>Error! Bookmark not defined.</b>	Cabinet Member for Environment	Electric Vehicle Strategy	December 2019



**Independence in Later Life**

<b>Error! Bookmark not defined.</b>	Cabinet Member for Adults and Health	Development of an Extra Care Housing Scheme in East Grinstead	September 2019
<b>Error! Bookmark not defined.</b>	Cabinet Member for Adults and Health	Commissioning of Care and Support at Home	November 2019
<b>Error! Bookmark not defined.</b>	Director of Adults' Services	Award of Contract for In House Adult Social Care Programme (Part A (Judith Adams & Chestnuts Renovation))	October 2019



**A Council that works for the Community**

<b>Error! Bookmark not defined.</b>	Cabinet Member for Finance and Resources, Leader	Total Performance Monitor (Rolling Entry)	Between April 2019 and March 2020
<b>Error! Bookmark not defined.</b>	Cabinet Member for Finance and Resources	Review of Property Holdings (Rolling Entry)	Between April 2019 and March 2020
<b>Error! Bookmark not defined.</b>	Cabinet Member for Corporate Relations	Procurement "Soft" Facilities Management Services Contract	September 2019
<b>Error! Bookmark not defined.</b>	Executive Director Place Services	Appointment of design team - Horsham Blue-light Centre	September 2019
<b>Error! Bookmark not defined.</b>	Director of Environment and Public Protection	Award of Contract: Procurement of water, wastewater and ancillary services	September 2019
<b>Error!</b>	Cabinet Member for	Endorsement of bids to Coast to Capital	September



<b>Bookma rk not defined.</b>	Corporate Relations	LEP: West Sussex Full Fibre Programme	2019
<b>Error! Bookma rk not defined.</b>	Cabinet Member for Finance and Resources, Cabinet Member for Corporate Relations	Procurement of a Business Management Solution	September 2019
<b>Error! Bookma rk not defined.</b>	Executive Director Place Services	Award of Contract for Self Service Library Kiosks	November 2019
<b>Strategic Budget Options 2020/21</b>			
16	Cabinet Member for Education and Skills	Creation of Additional Special Support Centres in Schools - Phases 2 and 3	November 2019
17	Cabinet Member for Education and Skills	Reduction in the Post-16 Support Service	November 2019
<b>Error! Bookma rk not defined.</b>	Cabinet Member for Fire and Rescue and Communities	Review of Library Offer	November 2019
<b>Error! Bookma rk not defined.</b>	Cabinet Member for Adults and Health	Local Assistance Network (LAN)	November 2019
<b>Error! Bookma rk not defined.</b>	Cabinet Member for Adults and Health	Review of In-house Residential Care	November 2019
<b>Error! Bookma rk not defined.</b>	Cabinet Member for Environment	Household Waste Recycling Sites - mobile service and charging for DIY waste	November 2019
<b>Error! Bookma rk not defined.</b>	Cabinet Member for Environment	Reduction in Funding for Recycling Credits	November 2019

## Best Start in Life

### Cabinet Member for Education and Skills

#### Allocation of Funding for Investment in Site Security and Fencing Improvements in West Sussex Maintained Schools

The County Council has 284 school sites making up 29% of the total Council estate. Current funding available in the Capital Programme for schools is solely for the purposes of Basic Need (increasing school places) and Capital Maintenance (condition issues).

Following distribution of the County Council School Lockdown Policy, which provides guidance on managing the safety of staff and pupils during a potential incident, and as a result of individual school risk assessments, a number of schools have requested exceptional support with funding improvements to school sites which directly link with ensuring the safeguarding of the children in their care. These requests mainly relate to the need for improved boundary fencing to secure the school site. Current funding devolved to schools direct, i.e. Devolved Formula Capital Grant is not proving sufficient to fully fund these works.

The Capital Maintenance budget for the 2019/20 year is fully committed, therefore a specific capital allocation is sought to enable improvements to be carried out at a number of school sites to minimise the risk to pupils and staff of intruders and/or to ensure the site is sufficiently secure to ensure our most vulnerable pupils are safe and secure whilst on site.

The Cabinet Member for Education and Skills will be asked to approve the allocation of £619,000 for funding these works to be financed from future years' Schools Capital Maintenance budgets.

<b>Decision By</b>	Mr Burrett - Cabinet Member for Education and Skills
<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	11 July 2019
<b>Decision Month</b>	September 2019
<b>Consultation/ Representations</b>	Schools  Representations concerning this proposed decision can be made to the Cabinet Member, via the officer contact, by the beginning of the month in which the decision is due to be taken.
<b>Background Documents</b> (via website)	None
<b>Author</b>	Leigh Hunnikin Tel: 033 022 23051
<b>Contact</b>	Wendy Saunders - Tel - 033 022 22553

**Interim Executive Director Resource Services****Award of Contract for the expansion works to Nyewood Junior School, Bognor Regis**

Due to growing demand for school places, an expansion project was undertaken at Nyewood Junior School in 2015 to increase the published admission number from 75 to 90 places per year. A new school hall is required to complete the expansion. The Cabinet Member for Education and Skills will be asked to approve the allocation of funds required to enable the project to proceed and to delegate authority to the Executive Director of Place Services to award the contract for the works.

Following receipt of this approval from the Cabinet Member, the Executive Director of Place Services will be asked to award the construction contract for the new hall for Nyewood Junior School.

<b>Decision By</b>	Richard Ennis - Interim Executive Director Resource Services
<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	14 December 2018
<b>Decision Month</b>	September 2019
<b>Consultation/ Representations</b>	Representations concerning this proposed decision can be made to the Executive Director of Place Services, via the author or officer contact, by the beginning of the month in which the decision is due to be taken.
<b>Background Documents</b> (via website)	None
<b>Author</b>	Philippa Hind Tel: 033 022 23041
<b>Contact</b>	Wendy Saunders - 033 022 22553

**Interim Executive Director Resource Services****Award of Contract for the expansion of Shelley Primary School, Broadbridge Heath**

Due to growing demand for school places there is a need to expand Shelley Primary School to accommodate additional pupils. The Cabinet Member for Education and Skills will be asked to approve the allocation of funds required to enable the expansion to proceed and to delegate authority to the Executive Director of Place Services to award the contract for the works.

Following receipt of this approval from the Cabinet Member, the Executive Director of Place Services will be asked to award the construction contract to expand Shelley Primary School.

<b>Decision By</b>	Richard Ennis - Interim Executive Director Resource Services
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<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	14 December 2018
<b>Decision Month</b>	September 2019
<b>Consultation/ Representations</b>	Representations concerning this proposed decision can be made to the Executive Director of Place Services via the author or officer contact, by the beginning of the month in which the decision is due to be taken.
<b>Background Documents</b> (via website)	None
<b>Author</b>	Philippa Hind Tel: 033 022 23041
<b>Contact</b>	Wendy Saunders - 033 022 22553

**Cabinet Member for Children and Young People**

<b>Children's In-house Residential Service Strategy</b>	
<p>The County Council is reviewing its requirements for the provision of residential care services for children, including children looked after and those in need of support.</p> <p>In autumn 2018, three of the County Council's in-house residential care establishments were taken out of service in response to concerns about the quality of services available from them. The remaining establishments continue to provide a good service. They are not sufficient to meet service needs.</p> <p>The review is identifying the overall needs of children for whom the County Council is expecting to provide support and to consider what form of residential support best meets those needs and the outcomes the County Council seeks for children and young people. Initial proposals have been endorsed but these require further work on feasibility, design and investment. This work is underway based on an initial draft strategy. Proposals for the three closed homes are prioritised as the first phase (to December 2019) of the overall plan for the service, with the three open homes to be focused on in the second phase (July 2020 to July 2021).</p> <p>The strategy will propose a strategic framework and service model which seek to ensure that outcomes for vulnerable children are maximised and that long-term care costs are minimised. It will support the most vulnerable children in the county by keeping them close to home and providing services designed to support both them and their families.</p> <p>The Cabinet Member for Children and Young People will be asked to approve the residential care strategy and endorse the implementation plan and investment required as part of the overall improvement journey for Children's Services.</p>	
<b>Decision By</b>	Mr Marshall - Cabinet Member for Children and Young People
<b>West Sussex Plan priority</b>	Best Start in Life

<b>Date added to Forward Plan</b>	1 August 2019
<b>Decision Month</b>	September 2019
<b>Consultation/ Representations</b>	Children and Young People's Services Select Committee (to be considered by the Committee's Business Planning Group)  Representations concerning this proposed decision can be made to the Cabinet Member for Children and Young People via the author or officer contact, by the beginning of the month in which the decision is due to be taken.
<b>Background Documents</b> (via website)	None
<b>Author</b>	Catherine Galvin Tel: 033 022 24869
<b>Contact</b>	Wendy Saunders Tel: 0330 222 2553

### **Cabinet Member for Children and Young People**

<b>Formation of a Regional Adoption Agency</b>	
<p>Following the Government Paper in 2016- Adoption- A Vision for Change, all Local Authority Adoption Agencies are required to form Regional Adoption Agencies (RAA) to assist in increasing the number of children placed locally and improve outcomes for children.</p> <p>In order to work towards establishing a RAA for the Sussex and Surrey area, West Sussex County Council, East Sussex County Council, Surrey County Council and Brighton &amp; Hove City Council have been working together under an informal arrangement - Adoption South East (ASE) since June 2016. This arrangement now requires formalising to meet the Government's expectation that all local authorities become part of a RAA by 2020.</p> <p>The Cabinet Member for Children and Young People will be asked to agree that the County Council forms a Regional Adoption Agency with East Sussex County Council, Surrey County Council and Brighton and Hove City Council, to be operational from April 2020</p>	
<b>Decision By</b>	Mr Marshall - Cabinet Member for Children and Young People
<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	1 July 2019
<b>Decision Month</b>	September 2019
<b>Consultation/ Representations</b>	Staff Children and Young People's Services Select Committee  Representations concerning this proposed decision can be made to the Cabinet Member via the officer contact, by the beginning

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	of the month in which the decision is due to be taken
<b>Background Documents</b> (via website)	None
<b>Author</b>	Wendy Wood Tel: 033 022 25340
<b>Contact</b>	Wendy Saunders - 033 022 22553

### Cabinet Member for Education and Skills

<b>Small Schools Assessment</b>	
<p>The West Sussex County Council School Effectiveness Strategy 2018-22 sets out the need for a diverse supply of strong schools across the county. It highlights that, where schools are identified as being at risk, in terms of their viability for optimum quality of provision, options for change need to be considered.</p> <p>A high level impact assessment is being undertaken to ascertain whether any schools may reasonably be considered to be at risk in relation to factors which represent indicators for viability and meet the case for consideration for change, namely federation, merger, relocation or closure, when assessed against the Department for Education statutory guidance.</p> <p>The Cabinet Member for Education and Skills will be asked to consider the outcome of this assessment work and determine the next steps, including engagement and undertaking consultation should specific proposals emerge that may lead to change at the following schools:-</p> <ul style="list-style-type: none"> <li>• Clapham and Patching CE Primary School, Clapham, Worthing</li> <li>• Compton and Upmarden CE School, Compton, Chichester</li> <li>• Rumboldswyke CE Infants School, Chichester</li> <li>• Stedham Primary School, Stedham, Midhurst</li> <li>• Warninglid Primary School, Warninglid, Haywards Heath</li> </ul>	
<b>Decision By</b>	Mr Burrett - Cabinet Member for Education and Skills
<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	11 July 2019
<b>Decision Month</b>	September 2019
<b>Consultation/ Representations</b>	<p>Schools Governing Bodies Diocese of Chichester Education Parents and Carers Children and Young People's Services Select Committee – 11 September 2019</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member, via the officer contact, by the beginning of the month in which the decision is due to be taken.</p>

<b>Background Documents</b> (via website)	None
<b>Author</b>	Graham Olway Tel: 033 022 223029
<b>Contact</b>	Wendy Saunders - Tel - 033 022 22553

### Interim Executive Director Resource Services

<b>Southwater Infant and Junior Schools - Additional Funding Replacement Accommodation</b>	
<p>In June 2018 the Cabinet Member for Education and Skills gave authority to commence a procurement to replace the modular teaching accommodation at Southwater Infant and Junior Schools to ensure the schools can continue to accommodate the demand for pupil places in the locality (decision reference <a href="#">ES03 (18/19)</a>).</p> <p>Following full design which included submission and receipt of planning permission, detailed costings have now been sought which exceed the budget available.</p> <p>Following a detailed review of options, the Executive Director Resource Services will be asked to approve an increase in budget, funded from received Section 106 contributions, to allow the project to progress.</p>	
<b>Decision By</b>	Richard Ennis - Interim Executive Director Resource Services
<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	7 August 2019
<b>Decision Month</b>	September 2019
<b>Consultation/ Representations</b>	Cabinet Member for Finance and Resources Representation can be made via the officer contact.
<b>Background Documents</b> (via website)	None
<b>Author</b>	Carol Bruce Tel: 033 022 23055
<b>Contact</b>	Suzannah Hill Tel. 033 022 22551

### Cabinet Member for Finance and Resources, Cabinet Member for Education and Skills

<b>Woodlands Meed College Site, Burgess Hill - Allocation of Funding for Project Delivery</b>	
Woodlands Meed is a Special School and College for 2-19 year olds located in Burgess Hill. The existing accommodation at the College site has significant suitability and	

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condition issues meaning the College is unable to offer the full curriculum and unable to accommodate the full range of Special Educational Needs.

In order to address this, in February 2019 the Cabinet Member for Education and Skills took a decision (ES18 (18/19)) to approve the allocation of £0.5m from the Capital Programme to enable a costed design to be produced for rebuilding and expanding Woodlands Meed College on its current site. This has involved the appointment of a full design team through the County Council's Multi-Disciplinary Consultant to undertake the design work required to develop the feasibility design into a formal proposal enabling costs to be sought for all elements of the proposal.

The Cabinet Member for Education and Skills will be asked to agree the allocation of funds from the Capital Programme to enable the rebuilding and expansion project at Woodlands Meed to proceed.

<b>Decision By</b>	Mr Hunt - Cabinet Member for Finance and Resources, Mr Burrett - Cabinet Member for Education and Skills
<b>West Sussex Plan priority</b>	Best Start in LIfe
<b>Date added to Forward Plan</b>	1 July 2019
<b>Decision Month</b>	September 2019
<b>Consultation/ Representations</b>	School Cabinet Member for Finance and Resources  Representations concerning this proposed decision can be made to the Cabinet Member, via the officer contact, by the beginning of the month in which the decision is due to be taken.
<b>Background Documents</b> (via website)	Cabinet Member Decision ES18(18/19)
<b>Author</b>	Leigh Hunnikin Tel: 033 022 23051
<b>Contact</b>	Wendy Saunders - 033 022 22553

### Cabinet Member for Education and Skills

#### Expansion of Manor Green Primary School, Crawley

The Special Educational Needs and Disability (SEND) Strategy 2016-2019 aims to provide high quality local education provision for children and young people with SEND and optimise value for money from the High Needs Block of the Dedicated Schools Grant. As part of the development of the SEND Strategy, the County Council has identified an increased demand for extra provision to meet two specific areas of SEND - Autistic Spectrum Condition and Social, Emotional and Mental Health.

Following a review of current provision and anticipated future need, in early January 2019 the Cabinet Member for Education and Skills agreed a statutory notice to increase space at Manor Green Primary School in Crawley ([Decision reference ES16 \(18/19\)](#)). The school caters for a wide-range of Special Educational Needs, particularly for



children with moderate and severe learning difficulties, complex social and communication difficulties or those who have been identified as having an Autistic Spectrum Condition. The increase in space would enable the school to increase planned places by 36 from 164 to 200.

To accommodate the additional pupils two further classrooms will need to be built. The feasibility work for the project has now been completed. Following detailed design and a competitive tendering exercise the Cabinet Member will be asked to approve the allocation of the funds required to enable the project to proceed.

<b>Decision By</b>	Mr Burrett - Cabinet Member for Education and Skills
<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	5 July 2019
<b>Decision Month</b>	October 2019
<b>Consultation/ Representations</b>	School, parents and local residents, Borough Council. Cabinet Member for Finance and Resources.  Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills via the author or officer contact, by the beginning of the month in which the decision is due to be taken
<b>Background Documents</b> (via website)	Cabinet Member Decision Report
<b>Author</b>	Leigh Hunnikin Tel: 033 022 23051
<b>Contact</b>	Wendy Saunders - 033 022 22553

### Interim Executive Director Resource Services

#### **Award of Contract for the expansion of Manor Green Primary School, Crawley**

Following a review of current provision and anticipated future need, in early January 2019 the Cabinet Member for Education and Skills agreed a statutory notice to increase space at Manor Green Primary School in Crawley (Decision reference [ES16 \(18/19\)](#)). The school caters for a wide-range of Special Educational Needs, particularly for children with moderate and severe learning difficulties, complex social and communication difficulties or those who have been identified as having an Autistic Spectrum Condition. The increase in space would enable the school to increase planned places by 36 from 164 to 200.

To accommodate the additional pupils two further classrooms will need to be built. The Cabinet Member for Education and Skills will be asked to approve the allocation of funds required to enable this project to proceed and to delegate authority to the Executive Director Resource Services to award the contract for the works.

Following receipt of this approval from the Cabinet Member, the Executive Director Resource Services will be asked to award the construction contract to expand Manor Green Primary School.

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<b>Decision By</b>	Richard Ennis - Interim Executive Director Resource Services
<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	30 July 2019
<b>Decision Month</b>	October 2019
<b>Consultation/ Representations</b>	School Representations concerning this proposed decision can be made to the Interim Executive Director Resource Services via the author or officer contact, by the beginning of the month in which the decision is due to be taken
<b>Background Documents</b> (via website)	None
<b>Author</b>	Carol Bruce Tel: 033 022 23055
<b>Contact</b>	Wendy Saunders - Tel: 033 022 22553

**Cabinet Member for Education and Skills**

<b>Replacement All Weather Pitch at The Weald Community School, Billingshurst</b>	
<p>The County Council has a statutory duty to provide sufficient primary and secondary school places for all children who need a place. As part of the secondary school curriculum, Physical Education is a core subject, and suitable provision is required to ensure a wide range of sport can be offered to ensure children are given the Best Start In Life.</p> <p>The Weald Community School, Billingshurst, has an All Weather Pitch facility which is in a deteriorating condition and is now at the end of its life. The pitch requires replacement to ensure continued provision for sport.</p> <p>The Cabinet Member for Education and Skills will be asked to approve the allocation of capital funding from Section 106 contributions to undertake a project to replace the All Weather Pitch at The Weald Community School thereby ensuring ongoing sports provision to meet the needs of the secondary school curriculum.</p>	
<b>Decision By</b>	Mr Burrett - Cabinet Member for Education and Skills
<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	21 August 2019
<b>Decision Month</b>	October 2019
<b>Consultation/ Representations</b>	School Cabinet Member for Finance and Resources

	Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills via the officer contact, by the beginning of the month in which the decision is due to be taken.
<b>Background Documents</b> (via website)	None
<b>Author</b>	Leigh Hunnikin Tel: 033 022 23051
<b>Contact</b>	Wendy Saunders - Tel: 033 022 22553

### Cabinet Member for Education and Skills

<b>SEND and Inclusion Strategy 2019-2024</b>	
<p>West Sussex County Council has been developing a new Strategy to support the inclusion of all children and young people, particularly those with Special Educational Needs and Disabilities (SEND). This Strategy builds on the County Council's current SEND Strategy for 2016-2019 and the outcomes of the 2018 Ofsted/CQC SEND Local Area Inspection.</p> <p>The new SEND and Inclusion Strategy for West Sussex 2019-2024 has been co-produced with key stakeholders including education representatives, parents and carers. The draft Strategy has been the subject of public consultation to seek feedback on the proposed vision, priorities and activities by which the Council will shape its work and decisions in relation to SEND over the next five years, and to inform the development of the new Strategy.</p> <p>The Cabinet Member for Education and Skills will be asked to consider the outcome of the consultation and approve the Strategy and Implementation Plan for publication.</p>	
<b>Decision By</b>	Mr Burrett - Cabinet Member for Education and Skills
<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	11 July 2019
<b>Decision Month</b>	October 2019
<b>Consultation/ Representations</b>	<p>Early Years Providers            Schools            Further Education Colleges            Parents and Carers            Health representatives            Social care representatives            Cabinet Member for Children and Young People            Children and Young People's Services Select Committee – 11 September 2019</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member, via the officer contact, by the beginning of the month in which the decision is due to be taken</p>

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<b>Background Documents</b> (via website)	None
<b>Author</b>	Helen Johns Tel: 07715 616560
<b>Contact</b>	Wendy Saunders - Tel: 033 022 22553

**Cabinet Member for Children and Young People**

<b>Adoption of the West Sussex Children First Strategy</b>	
<p>In collaboration with partners across West Sussex the County Council is developing a West Sussex Children First Strategy. The strategy will set out the direction and commitment for how partners in West Sussex will deliver a shared vision for children and young people placing children at the heart of all we do.</p> <p>It will be a single over-arching strategy based on the West Sussex Plan, the Health and well-Being Strategy and Children’s Services Practice Improvement Plan for Social Care as well as other key strategies where outcomes for children, young people and their families will be improved. It will set out how West Sussex will be a great place for children and young people, where all, including those who are vulnerable or disadvantaged, have the best possible start in life and are supported by the whole community to succeed.</p> <p>The Cabinet Member for Children and Young People will be asked to approve the adoption of the West Sussex Children First Strategy.</p>	
<b>Decision By</b>	Mr Marshall - Cabinet Member for Children and Young People
<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	27 August 2019
<b>Decision Month</b>	November 2019
<b>Consultation/ Representations</b>	<p>Internal (County Council) and external partners including Health and Well-being Board; Local Safeguarding Partnership; Community Safety; Schools (primary and secondary) Health; Police; Children and Young People; District and Borough Councils.</p> <p>Children and Young People’s Services Select Committee – 23 October 2019</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Children and Young People via the officer contact, by the beginning of the month in which the decision is due to be taken</p>
<b>Background Documents</b> (via website)	None
<b>Author</b>	Ann Marie Dodds Tel: 033 022 29331

<b>Contact</b>	Wendy Saunders - Tel: 033 022 22553
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### Cabinet Member for Education and Skills

<b>Provision of new school hall at Thorney Island Primary School</b>	
<p>The County Council has a statutory duty to provide sufficient school places for all children who need a place. Over recent years there has been an increase in pupil numbers at Thorney Island Primary School and an enlarged school hall is now required to provide sufficient and suitable accommodation for the additional children.</p> <p>The Cabinet Member for Education and Skills will be asked to approve the allocation of capital funding from the Basic Need Capital Programme to enable the project to proceed.</p>	
<b>Decision By</b>	Mr Burrett - Cabinet Member for Education and Skills
<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	21 August 2019
<b>Decision Month</b>	November 2019
<b>Consultation/ Representations</b>	<p>School Cabinet Member for Finance and Resources</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills via the officer contact, by the beginning of the month in which the decision is due to be taken</p>
<b>Background Documents</b> (via website)	None
<b>Author</b>	Leigh Hunnikin Tel: 033 022 23051
<b>Contact</b>	Wendy Saunders - Tel: 033 022 22553

## Strategic Budget Options 2020/21

### Cabinet Member for Education and Skills

<b>Creation of Additional Special Support Centres in Schools - Phases 2 and 3</b>
<p>In December 2018 the Cabinet Member for Education and Skills took a <a href="#">decision</a> (reference ES15 (18/19)) to approve Phase 1 of a scheme to develop additional Special Support Centres (SSCs) attached to maintained schools. SSCs are units which provide additional support for children with various types of Special Educational Needs and Disabilities (SEND).</p> <p>It is proposed that the County Council now progresses with Phases 2 and 3 of the development scheme which would involve the creation of up to eight additional SSCs in</p>

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<p>mainstream schools, generating an extra 84 places for those children with high functioning autism and social, emotional and mental health difficulties.</p> <p>The Cabinet Member for Education and Skills will be asked to approve the proposal to progress the implementation of Phases 2 and 3 of the Special Support Centre Investment Programme.</p>	
<b>Decision By</b>	Mr Burrett - Cabinet Member for Education and Skills
<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	30 July 2019
<b>Decision Month</b>	November 2019
<b>Consultation/ Representations</b>	<p>Schools Cabinet Member for Finance and Resources Children and Young People's Services Select Committee – 23 October 2019</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member, via the officer contact, by the beginning of the month in which the decision is due to be taken</p>
<b>Background Documents</b> (via website)	<p>Cabinet Member Decision - ES15 (18/19) Cabinet Papers - 11 July 2019</p>
<b>Author</b>	Helen Johns Tel: 07715 616560
<b>Contact</b>	Wendy Saunders - Tel - 033 022 22553

### Cabinet Member for Education and Skills

<p><b>Reduction in the Post-16 Support Service</b></p>
<p>The post-16 support service works with those young people not in employment, education or training (NEET). The service assists with carrying out the statutory requirement of tracking those individuals who are NEET and supports greater participation through the organisation of Careers/Apprenticeship Fairs across the county and arranges the Apprenticeship Graduation Ceremony.</p> <p>The funding of the service is currently supplemented by the European Structural and Investment Fund (ESIF) project which is a joint scheme with Brighton and Hove City Council. The programme finishes on 31 December 2020.</p> <p>NEET tracking is the statutory element of the work carried out by the post-16 support service, therefore, once the ESIF funding ceases it is proposed that, as well as ESIF fixed term contracts coming to an end, the County Council will reduce the level of service provided. Work is progressing on assessing the impact of options – from a reduction in the level of service to complete withdrawal of the service.</p> <p>The Cabinet Member for Education and Skills will be asked to assess the outcome of this work and approve a proposal to either reduce or withdraw the post-16 support service.</p>

<b>Decision By</b>	Mr Burrett - Cabinet Member for Education and Skills
<b>West Sussex Plan priority</b>	Best Start in Life
<b>Date added to Forward Plan</b>	30 July 2019
<b>Decision Month</b>	November 2019
<b>Consultation/ Representations</b>	<p>Staff and UNISON have been informed of the requirement to develop options for the post-16 support service. Staff are engaged in the development work on options and both staff and UNISON will be kept updated as the review progresses.</p> <p>Children and Young People's Services Select Committee – 23 October 2019</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member via the officer contact, by the beginning of the month in which the decision is due to be taken.</p>
<b>Background Documents</b> (via website)	Cabinet Papers
<b>Author</b>	Danny Pell Tel: 033 022 22144
<b>Contact</b>	Wendy Saunders - Tel - 033 022 22553

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<b>Children and Young People's Services Select Committee</b>
<b>11 September 2019</b>
<b>Children's In-house Residential Service Strategy</b>
<b>Report by Executive Director People Services</b>

### **Summary**

The report provides a summary of the recent review of in-house residential services for children. It seeks approval for a strategic framework and proposed service model which will improve outcomes for vulnerable children and long-term care costs are minimised. The proposed strategy is attached and provides the full context and history for the review and rationale for the proposals.

### **The focus for scrutiny**

The Committee is asked to consider the attached draft Cabinet member decision report and strategy and provide comment to the Cabinet Member for Children and Young People prior to a formal decision being taken on 20<sup>th</sup> September 2019.

## **Proposal**

### **1. Background and Context**

1.1 The Council's existing children's residential estate has three open establishments which all have a 'good' Ofsted rating and three establishments which are not in use. Proposals for the three closed establishments are prioritised in the first phase of the implementation of the proposed service model (September 2019 to December 2020). The three open establishments will be the focus of the second phase of the implementation of the proposed service model (July 2020 to July 2021)

### **2. Proposal**

2.1 The proposed service model for the residential estate is to maintain existing capacity and seek to specialise the type of support that is offered.

2.2 On this basis, the following principles were developed to underpin the strategic framework;

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- Use in-house services to support the most vulnerable and complex children, whilst also providing an offer to children who are on the 'edge of care',
- Maximise outcomes for children by keeping them in or near their homes and communities whenever this is appropriate and safe,
- Provide a flexible service that is able to respond effectively to the wide range and high level of need in the most complex cohort of children, and
- Make the best use of resources through utilising innovative service models to move away from 'traditional' high-cost long-term placements towards a more comprehensive service that 'wraps around' the child, including short breaks and outreach work in communities

2.3 The following options for the future of the residential estate were considered and discounted;

- Doing nothing (i.e. reopening homes with no or minimal change),
- Embark on a joint venture with an external provider or providers,
- Maintain existing capacity whilst specialising via a joint venture,
- Grow the existing in-house capacity, and
- Outsource all services

### **3. Resources**

3.1 The report outlines revenue implications which are considered in section 4 of the draft key decision report (appendix A)

## **Factors taken into account**

### **4. Issues for consideration by the Select Committee**

4.1 The Committee is asked to focus on the following areas;

- The driving principles,
- Whether the voice and needs of children are sufficiently to the fore,
- The approach to prioritising the phases of the plan,
- The alignment of the strategy to the Council's outcomes and aims for children and the 'children first' improvement plan, and
- The financial requirements and investment plans in the context of the Council's budget constraints

### **5. Consultation**

5.1 The following groups have been approached regarding these proposals prior to coming to the Committee, with the full report detailing what has been shared;

- Cabinet,
- The Corporate Parenting Panel,

- Other local authorities undergoing similar changes,
- Children's homes demonstrating best practice,
- Staff currently within the residential service,
- UNISON, and
- Key agencies within health and education including Oftsed, Continuing healthcare, West Sussex CCG's.

**6. Risk Management Implications/Equality Duty/Social Value/Crime Disorder Implications/Human Rights Implications**

- 6.1 These implications are addressed in the individual draft Cabinet Member decision report (Appendix A).

**Kim Curry**

Executive Director People Services

**Contact:** Stuart Gibbons, Strategic Market Development Manager

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<b>Mr Marshall, Cabinet Member for Children and Young People</b>	<b>Ref No:</b>
<b>September 2019</b>	<b>Key Decision:</b>
<b>Children's in-house residential service strategy</b>	<b>Part I</b>
<b>Report by Executive Director People Services</b>	<b>Electoral Divisions: all</b>
<p><b>Summary</b></p> <p>This report provides a summary of the recent review of in-house residential services for children. It seeks approval for a strategic framework and service model which seek to ensure that outcomes for vulnerable children are maximised and that long-term care costs are minimised. The proposed strategy is attached (Appendix 1) and provides a full context and history for the review and a rationale for the proposals.</p> <p>The Council's existing children's residential estate has three open establishments which all have a 'good' Ofsted rating and three establishments which are not in use. Proposals for the three closed homes are prioritised in the first phase (September 2019 to December 2020) of the overall plan for the service, with the three open homes to be focused on in the second phase (July 2020 to July 2021).</p>	
<p><b>West Sussex Plan: Policy impact and context</b></p> <p>Best start in life – The proposals seek to provide targeted intervention for the most vulnerable children and young people. Key to this is the ability to offer innovative support to create a 'team around the child' approach, whilst enabling parents and carers to support children in their own homes, preventing the need for longer term services.</p> <p>A Council that works for the community - The proposals seek to make more effective use of Council resources by maximising the use of its assets, in partnership with other agencies, to support better outcomes for children, young people, parents and carers.</p>	
<p><b>Financial impact</b></p> <p>The revenue financial consequences of the report will be a reduction in the net revenue budget requirement of £788k from year 2021/22 onwards to put towards the anticipated borrowing costs of £500k per annum. In 20/21 there will additional pressure on the revenue budget of £2m.</p> <p>Phase 1 of the proposed capital rebuild can be met through the capital improvement budget. Future capital requirement will be included in the capital programme considered by full Council in December.</p>	

## **Recommendations**

The Cabinet Member for Children and Young People is asked to:

1. Approve the strategy for the in-house children's residential service (Appendix 1).
2. Endorse the implementation plan and the proposals for the investment required to deliver the strategy.

## **Proposal**

### **1. Background and context**

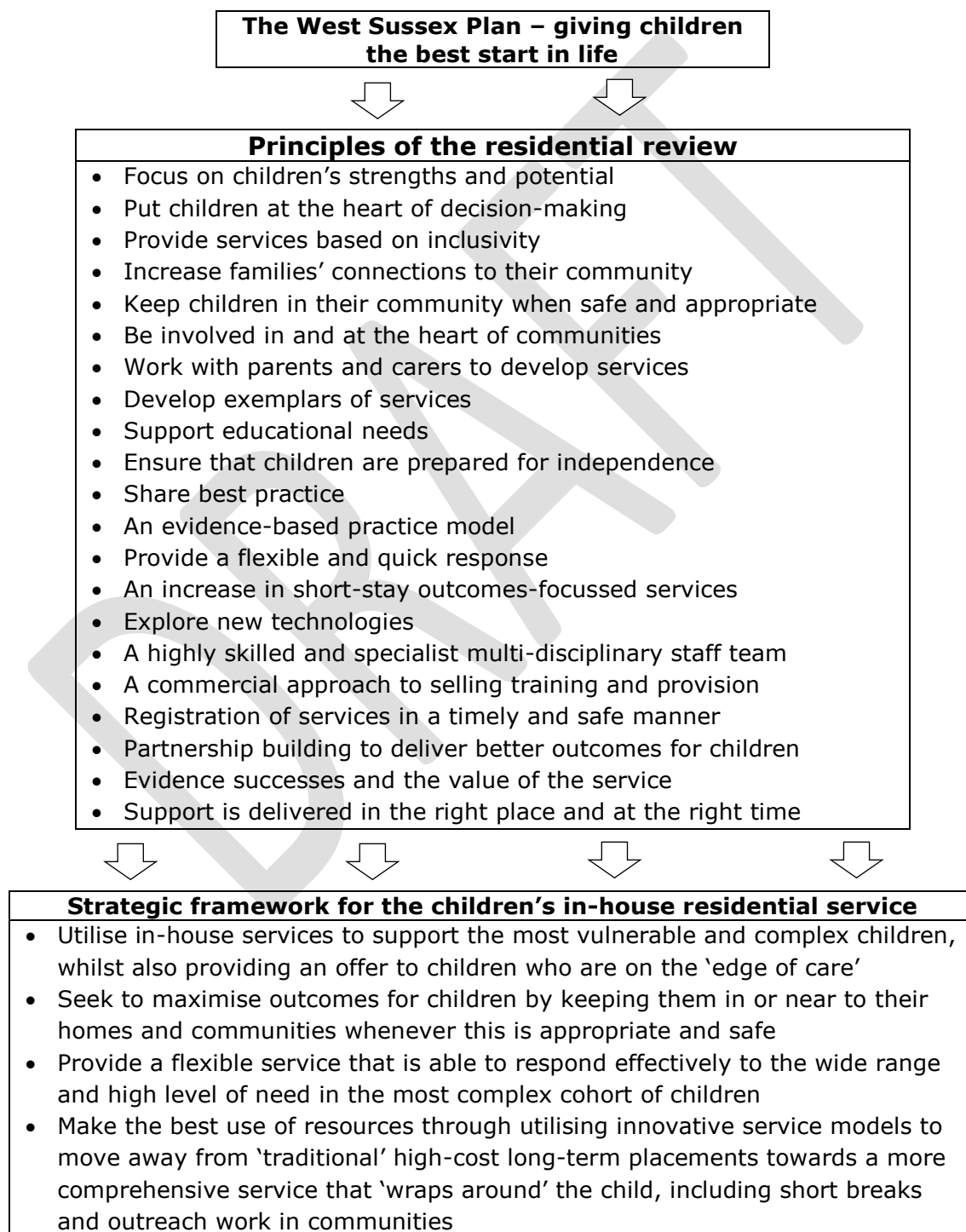
- 1.1 Residential homes have an important place in the wider strategy for how children with social care needs are supported. They form an important tool, alongside many other types of placement, to secure the best outcomes for children and to reduce the financial and social costs that can occur when children are on the edge of care, transitioning into adulthood and when they are looked after.
- 1.2 Many children with the most complex needs who cannot be adequately supported by the in-house service or external agencies in West Sussex are placed with out of county providers in locations as distant as Lincolnshire and Scotland. This negatively impacts upon children's connections with their parents, carers and social work teams.
- 1.3 The in-house residential strategy (Appendix 1) sets out the proposal for the future of the Council's in-house children's residential service. To determine the most efficient and cost-effective use of the residential estate, the demand and need projections for the county, the unit costings for individual homes, their service models and the learning available from other local authorities have all been reviewed. More detailed background and context for the review and the recent history of the Council's residential estate can be found in the attached strategy document.

### **2. Proposal Details**

#### **The strategic framework**

- 2.1 This review recommended a strategic framework derived both from the West Sussex Plan and the principles adopted at the outset of the review. This framework sits within and complements the overall Ofsted improvement plan for children's services

2.2 The views of children and their families will be at the heart of what the residential service delivers. Through implementing the strategy, the service will better enable children in the care of the Council to thrive in a positive and supportive environment and to feel empowered to influence decisions on their care. What children have to say about the difference the residential service makes to them will continue to be heard and will inform the future development of the service, in particular through the Children in Care Council and the regular meetings that residential members of staff have with most difficult to reach young people in their care.



2.3 These aims were based on a profile of demand for residential placements in recent years. The majority of placements made to external residential children's homes can be broadly split in to three categories;

- Those made to 'mainstream' children's homes (i.e. those that do not normally offer education as an intrinsic part of the core offer),
- Those to specialist providers (e.g. therapeutic providers, homes specialising in support for victims of child sexual exploitation or those offering mental health support within the placement), and
- Those for children with severe and profound disabilities requiring high levels of support (e.g. staffing ratios of 1:1 or 2:1)

2.4 Although the latter two cohorts make up a minority of the total placements that the Council makes, it is these that are most likely to be for those children with the most complex needs, that are the most likely to take a child away from their home and community due to lack of nearby appropriate provision and often entail the highest cost due to the level of support required.

2.5 All placements started in 2018/19 are shown below, divided in to higher, middle and lower brackets based on the total weekly cost of the placement.

<b>Weekly cost bracket</b>	<b>Total no. placements in each bracket</b>	<b>Of total, no. out of county</b>	<b>Of total, no. to providers not on framework</b>
Low (<£3,000)	9	6 (67%)	5 (56%)
Mid (£3,000 - £5,999)	48	31 (65%)	21 (44%)
High (£6,000+)	17	16 (94%)	12 (71%)
<b>All</b>	<b>74</b>	<b>53 (72%)</b>	<b>38 (51%)</b>

2.6 It is evident that for those in the higher weekly cost bracket there is not sufficient provision either within West Sussex or for which the Council has a defined route to service in place. Out of county placements can be at a significant distance from the county, in some cases hundreds of miles, and for those providers used in 2018/19 who were not within an available contractual framework, there was a small minority who were unregistered.

2.7 Closer analysis of those children who make up the majority of those placements costing in excess of £6,000 per week show that they fall in to one of two groups;

- Have been a 'looked after' child for a number of years with a pattern of multiple placement moves, the typical trajectory being foster care then residential care with the most recent placement being in a solo placement with high levels of staffing (i.e. the more 'complex' cohort), or



- Are coming into care, the first placement being a residential crisis provision due to needs and risks at the time of the placement being requested (i.e. the 'edge of care' cohort)

2.8 In order to provide these most vulnerable of children with the opportunity to be supported close to home and to ensure that the Council is getting value for money in terms of what is being paid to support these children, it follows that the most flexible assets (i.e. in-house services directly within the control of the Council) should be focussed on providing this support.

### Options

2.9 The following six options were considered to deliver the strategy.

No.	Option	Assessment against strategic framework, incl. overall RAG
1	No change	In effect, this would mean making no changes to the service and reopening the closed establishments as they were, with the bare minimum of work in order to achieve registration. Given the underlying issues that led to closure (e.g. culture) and the recommendations of the Ofsted inspection, doing nothing would not be a viable option.
2	Maintain capacity and specialise	This would enable the Council to focus the resources it directly controls on supporting those children in the most complex situations, and who are the most difficult to place in the external market and therefore the most likely to be placed away from home, to stay in their communities.
3	Maintain capacity and increase through joint venture	This option retains some of the benefits of option 2 but with the risks attached to option 4. There is also the possibility that readying the market for such an offer could be prohibitive.
4	Joint venture	This option would create issues over control and responsiveness in the in-house stock, both to meet future changes in demand and also to allow room for innovation. There is also the potential to incur a higher cost as a result of having less flexibility to place children with complex needs.
5	Grow in-house capacity	This shares the same benefits as option 2, and whilst this option is not discounted, it will require further work on long-term demand to evidence if it is needed.
6	Outsource all	There is a level of risk in this option in maximising the Council's reliance on the external market and creating a greater exposure to provider failure. A lack of direct control would also make it more difficult to ensure the maintenance of a quality service. Work to compare unit costs of the proposed models to comparable services in the external market also indicate that this would be more expensive than in-house provision (only 1 of the 6 establishments came out as significantly more expensive to run in-house due to changes in its

No.	Option	Assessment against strategic framework, incl. overall RAG
		capacity, an issue which will be solved in phase two of the capital works when the establishment is extended).

2.10 The recommended option is option two. Maintaining in-house capacity and specialising would allow the Council to;

- Focus on supporting children with the most complex needs,
- Innovate with models that keep children from becoming children looked after (CLA) or going into longer term residential services,
- Retain control of its stock, which would support the shaping of the market,
- Better utilise the existing estate and buildings,
- Retain flexibility to accommodate the highest costing children whilst also offering new, innovative models,
- Retain control and therefore respond more quickly to meet a changing demand in the market if required, and
- Maintain a level of insulation from the impact of any provider failure in the external market

### **Proposals for the implementation of the programme**

2.11 The changes to the three closed homes (Cissbury Lodge, May House and Seaside) form the focus of phase one of the programme and the proposals in this report, with the three open homes (Orchard House, High Trees and Teasel Close) to be looked at in detail during phase two.

2.12 Cissbury Lodge, one of the Council's biggest units, will be divided into two wings. One wing will provide support for children with a learning disability, offering overnight short breaks for up to six children at any one time. The staff team will also provide outreach support and training to parents and carers. Shorter sessional support at appropriate times will also be offered, for example for a four-hour period after school. This 'team around the child' approach will better support children to stay with their families and out of long-term residential care where this is in the child's best interest.

2.13 The second wing in Cissbury Lodge will be kept flexible and give the opportunity to meet longer stay needs, emergency placements or to work with children with complex health needs. There are ongoing discussions with health partners for potential joint funding of these spaces, as historically those using them have often been in receipt of continuing health care (CHC) funding.

2.14 Seaside will provide placements for children on the edge of care who are at risk of entering the care system. The aim is to work with these children and young people to help them into a supported placement or prepare them for

independent living. The two-bedroom bungalow on the site will be used for young people over the age of 16 to help support them to develop independent living skills and deliver training in how to maintain a tenancy.

- 2.15 May House will be used for emergency placements of up to 28 days to facilitate appropriate assessments, mainly for those young people with complex and high risk needs who need support to divert them away from secure care. The children will be assessed and triaged and the service will work closely with them and all other stakeholders to identify the most appropriate future arrangements to meet their ongoing needs.
- 2.16 Aside from the refurbishment of establishments to better meet the needs of children and taking part in the overall review of the service, it is not currently anticipated that there will be significant change to the service models at any of the phase two homes, as all 3 are currently rated 'good' by Ofsted.

## **Factors taken into account**

### **3. Consultation**

#### **Members**

- 3.1 The Cabinet Member has been consulted and has endorsed the approach to the strategy during its development. The Children and Young People's Services Select Committee has considered reports in relation to the recent history associated with the closure of three of the Council's homes and the plans for the review now completed. The Committee will review the proposals at the meeting on 11<sup>th</sup> September 2019.
- 3.2 Members of the Corporate Parenting Panel have been made aware of the review as part of regular updates from the Residential Service Lead. The panel have been appraised that some changes will be made to existing delivery models and that work is underway to re-open the closed establishments. They were supportive of this and understood the need for change.

#### **External**

- 3.3 Benchmarking has taken place with other authorities in order to compare how services are provided in West Sussex (e.g. in-house vs external) with some of the county's nearest neighbours. This exercise included Essex, Somerset, Leicestershire, Dorset, Hampshire, Gloucestershire and Worcestershire. Examples of best practice delivered by other councils, similar to what is being proposed by the strategy, have been looked at in order to learn any lessons from implementation. This has included several outstanding

homes in Brighton and Hove, as well as Surrey and East Sussex who are undertaking/have undertaken similar reviews of their in-house services.

- 3.4 High-level proposals for the future direction of the estate, as well as more detail on the proposals specifically for Cissbury Lodge, have been shared with the lead for the Parent and Carers Forum in order to take into account their feedback.
- 3.5 Due to the potential for children with complex health needs to be joint funded, Council service leads have met with CHC leads from the West Sussex CCGs in order to share details of the model proposed for Cissbury Lodge and to consider their comments before finalising the proposals.
- 3.6 Due to its proximity to and links with Cissbury Lodge, the Head of Oak Grove School has been part of the group developing the model for this establishment.

#### **Staff**

- 3.7 The modelling and design of the proposals has taken account of data on demand and national benchmarking. Teams from children's social care, lifelong services, the senior leadership team, registered managers, principal childcare officers, HR, legal, education and skills, finance, quality assurance, and children's participation have all contributed to the proposals presented in this report.
- 3.8 An initial, high-level description of the proposed model has been shared with affected staff, many of whom have been redeployed, as a precursor to more formal engagement sessions which took place in August 2019. Initial feedback is positive, with staff having been given a direct line of communication to the team managing the development and implementation of the strategy.
- 3.9 Unison has been briefed with the same high-level description of proposals that has been shared with staff.

#### **4. Financial (revenue and capital) and resource implications**

- 4.1 The estimated revenue and capital costs for the work required to all establishments is show overleaf.

<b>Home</b>	<b>Feasibility cost</b> (revenue) £000	<b>Capital cost</b> (building works + fees) £000	<b>Estimated opening</b>
<b>Phase one</b>			
Seaside	125	1,650	Mid to late 2020
Cissbury Lodge	50	3,300	Late 2020
May House	125	825	Mid to late 2020
<b>Phase one total</b>	<b>300</b>	<b>5,775</b>	-
<b>Phase two</b>			
Teasel Close	40	902	Open
High Trees	40	957	Open
Orchard House	60	3,168	Open
<b>Phase two total</b>	<b>140</b>	<b>5,027</b>	-
<b>Grand total</b>	<b>440</b>	<b>10,802</b>	-

- 4.2 Viability studies for the estate were undertaken in December 2018. Further feasibility work and site visits have also been conducted at all phase one establishments since then. This indicates that the total requirement for capital investment will be £10.8m.
- 4.3 Feasibility studies have commenced for phase 1 and the £5.7m capital requirement will be met by the capital improvement budget. The capital requirement for phase 2 will be included in the updated capital programme presented to full Council in February.
- 4.4 The review of staffing models, which will ensure that roles are consistent and suited to the proposed service, will result in an increase in the revenue cost. At the core of this will be changes already underway to improve training for staff and the CPD pathways (see section 4.20 for more detail). Whilst there has been a small reduction in non-staffing costs in the proposed budgets across the service, there has been an increase in staffing costs of £1.2m in order to invest in this area.
- 4.5 In the past, the establishments have not been well maintained across the estate. An increased budget for the ongoing maintenance of higher specification buildings, once capital works are complete, is shown below. Ancillary costs, such as food and clothing allowances and costs for back office functions at each home have also been analysed to produce the proposed budgets.

Home	Existing revenue budget £000	Proposed revenue budget £000	Shortfall £000
<b>Phase one</b>			
May House	755	871	116
Seaside	780	851	71
Cissbury Lodge	2,292	2,115	-177
<b>Phase one total</b>	<b>3,827</b>	<b>3,837</b>	<b>10</b>
<b>Phase two</b>			
Orchard House	2,337	3,106	769
High Trees	807	856	49
Teasel Close	783	851	68
<b>Phase two total</b>	<b>3,927</b>	<b>4,813</b>	<b>886</b>
Business team	0	216	216
Maintenance	0	100	100
<b>Grand total</b>	<b>7,754</b>	<b>8,966</b>	<b>1,212</b>

- 4.6 Although the work intended for phase two for the three open 'good' establishments is likely to be small in comparison to phase one, the majority of the additional budget requirement lies here. This is because Orchard House, which holds the majority of the additional need, has historically had a high degree of overspend on agency staff in order to deliver a safe service. This establishment's proposed staffing model has consequently been adjusted, also taking in to account the increase in the level of 1:1 care needed, leading to a requirement to increase the budget.
- 4.7 Another key area driving the overall shortfall is the proposal to invest in management and business support to the service to ensure more effective upkeep of the refurbished buildings and to help deliver a more efficient and effectively run service. This would be accounted for annually through the appropriate finance and governance procedures.
- 4.8 All proposed models have been shown to offer the potential for significant cost avoidance. The figures shown below were arrived at by analysing demand for similar placements in the external market in 2018/19 and translating this to a demand and subsequent avoidance of placement cost in the three homes in phase one. The degree to which higher-cost subsequent placements could have been avoided was also taken in to account.

Home	No. 'eligible' identified children in 2018/19	Estimated cost avoidance £000
May House	9	530

Seaside	25	547
Cissbury	20	1,362
<b>Total</b>	<b>54</b>	<b>2,439</b>

- 4.9 This model has indicated a total potential cost avoidance of £2.4m per annum for all phase one establishments. Of this, £1.1m is expected to be delivered by the models at May House and Seaside. This was calculated using data from which cohorts which are easily identifiable, providing assurance that this level of cost avoidance is achievable.
- 4.10 As the model proposed for Cissbury Lodge is new and untested within West Sussex, it is not possible to identify the cohort for whom services would be appropriate in the same way as has been done for May House and Seaside. However, there remains a high degree of certainty that this is the right course of action when balancing risk with the need to innovate, and there is a level of confidence that subsequently there will be sufficient cost avoidance delivered by the model.
- 4.11 The closure of Cissbury Lodge and the subsequent placements required for the children previously staying there created a £2m pressure on the current children's disability team (CDT) placement budget, which the cost avoidance for phase one must answer, along with the net £1.2m increase in the service budget, in order for the model to be sustainable. The total cost avoidance of the proposed models in the long term must therefore be at least £3.2m in order to 'break even'. £2.4m of this has so far been identified, with £0.8m still to be evidenced.
- 4.12 By way of mitigation it is proposed that during the capital works, officers track children going through the placement system to assess what percentage would have been able to access services in phase one establishments. The table below indicates the additional number of placements that this process would need to identify in order to be reassured of a net zero impact on the children's services' revenue budget, assuming that the additional cost avoidance required is evenly distributed across the three homes.

<b>Home</b>	<b>Total additional cost avoidance required to ensure net zero impact on budget (£000)</b>	<b>No. additional children/yr this equates to</b>
May House	258	4
Seaside	258	12
Cissbury	258	11
<b>Total</b>	<b>773</b>	<b>28</b>

- 4.13 This process will enable both a higher degree of confidence in the figures and facilitate greater understanding about the type of provision that provides the

greatest return on investment. Flexibility has also been built in to the Cissbury Lodge model to allow long-term placements if required.

- 4.14 Whilst some cost avoidance for each establishment will begin to be realised from the point of reopening, there will be a gradual build up to the total estimated cost avoidance. This will likely accrue gradually from years 1 to 2 as more children are supported in more appropriate placements. For all establishments there will also be a period of at least 3 months after the completion of all building works where the service will be paying for staff but waiting for Ofsted registration, as per their policy, which will lead to a further delay in the realisation of any cost avoidance. There is a therefore a requirement for a bridging amount of £2m in the budget for the next financial year (2020/21) in order to cover this.
- 4.15 The overall revenue consequences of the proposals, incorporating the bridging amount and taking in to account when each establishment is set to open, are summarised below.

	<b>Current Year 2019/20 £000</b>	<b>Year 2 2020/21 £000</b>	<b>Year 3 2021/22 £000</b>	<b>Year 4 2022/23 £000</b>
<b>In House Residential Homes</b>				
Revenue budget	7,753	7,753	8,965	8,965
Change from proposal	0	1,212	0	0
Remaining budget	7,753	8,965	8,965	8,965
<b>External Residential Placements</b>				
Revenue budget	13,879	13,879	14,667	12,667
Change from proposal	0	-1,212 <u>+2,000</u> 788	-2,000	0
Remaining budget	13,879	14,667	12,667	12,667
<b>Net change to children's revenue budget</b>	<b>0</b>	<b>+2,000</b>	<b>-2,000</b>	<b>0</b>

- 4.16 The cost to temporarily re-house children placed within the service has not been taken in to account. All phase one homes are closed and would not require this, and it is not thought that the works required at any phase two establishment would be significant enough to require this.
- 4.17 The initial capital funding required will need to be factored into any benefits realisation and return on investment portfolio. The new unit costs include a preventative maintenance regime which should maintain the estimated lifespan of the buildings.
- 4.18 The revenue cost of borrowing this amount of capital equates to circa £0.5m per annum. Although this is not a direct cost to children's services, it is a cost to the Council which must be taken into account.



### **Human resources, IT and assets impact.**

4.19 There are 82 members of staff involved who have been temporarily assigned to other roles in the Council. Following the agreement of the proposals, there will be a review of the staffing model to achieve consistency of roles, responsibilities and grades across the whole residential estate, as well as retention of the in-house staff team.

4.20 Consistent continuing professional development and training has been factored into the unit costings, with a training pathway plan already underway for all staff teams to confirm basic skills and develop enhanced skills to work in the proposed new model. Some steps have already been taken, including;

- An updated residential training pathway in place following extensive partnership work with the Learning and Development team, which sets out training requirements, expectations and logs individual attendance,
- Monitoring the completion and effectiveness of training in supervision,
- Reflection on impact of training on a 'your learning' document,
- Registered managers maintaining an overview of individual establishment training matrices on a monthly basis,
- All senior staff undertaking observations of residential staff to ensure that learning is being put into practice and any areas for improvement to be addressed via the performance management framework where needed,
- Improvement of record keeping around attendance, ensuring management oversight,
- Ensure only the management team undertake supervision,
- New training course being delivered on effective supervision,
- Specific practice guidance on supervision in children's homes that sits alongside the corporate supervision policy for children's social care, and
- Ofsted updated via each establishment's statement of purpose on staffing qualifications and experience (Ofsted have had the training pathway shared with them and this has received very positive feedback)

## **5. Legal implications**

- 5.1 The Council must provide suitable support for children falling in its duty. This can be discharged in a variety of ways and the proposal supports a wider menu of options to best meet the needs of those children.

## 6. Risk implications and mitigations

Description	Impact	Mitigation
Recruitment and retention of staff.	Any significant impact on staffing either in terms of staffing numbers or staff satisfaction has the potential to delay the readiness of the safe re-opening and running of the residential service.	Implementation will include a well-planned staff engagement programme, the required support, training and development intervention with effective leadership and management.
Proposed Cissbury Lodge model found not to be cost effective.	Collecting new data on the current/incoming cohort may show that the proposed model is not the most cost-effective use of this establishment.	The model and cohort can be reworked based on new data, providing this is completed prior to committing to a building design.
Stakeholder scrutiny following the decision to close Cissbury Lodge.	Any delay or issues with the reopening of this establishment has the potential to impact negatively on the residential estate and the wider re-opening of previously closed services.	Engage with the lead for the parent and carer forum to ensure that thoughts and views are considered as part of the redesign. Continued and consistent engagement with the parents and carers to ensure that there is an open relationship.
Delay in approval of capital programme funding.	Submitting multiple business cases for different parts of the programme (i.e. phases 1 and 2) will mean multiple decision points and a greater potential for delay in the release of funding.	Project manager to work closely with the capital programme team to identify the most appropriate and effective path for business cases to take.
Requirement to temporarily re-house children.	Whilst this is unnecessary for phase one and considered unlikely for phase two, there would be an increase in placement costs was this to be required.	Close monitoring of the impact of proposed designs by the project manager, along with involvement of operational managers.
Delay in building works.	The longer that homes remain closed, more children are being placed out of county, removing them unnecessarily from their families and increasing the cost to West Sussex.	Work closely with the multi-disciplinary consultant (MDC) through a dedicated Council project manager to ensure the maintenance of

Description	Impact	Mitigation
		momentum and to minimise any delay in building works.
Programme and project management resource requirement.	Slippage and minimal risk control will mean that the projects in the programme will not meet the time, quality and costs standards that are set out to be achieved.	Closely monitor capacity of the programme team and escalate risks via the Strategic Residential Improvement Board.

**7. Other options considered (and reasons for not proposing)**

7.1 Set out in paragraph 2.9.

**8. Equality and human rights assessment**

8.1 Developing the service as proposed will mean that any placement of a young person will better suit their individual requirements, with the 'team around the child' ethos present throughout each service. This provides more equality of access to appropriate services and supports keeping children close to their home and community connections. The public sector equality duty is discharged through existing residential care policies and procedures and these will not be affected by the strategic framework proposals.

**9. Social value and sustainability assessment**

9.1 A full sustainability assessment has been completed with the Sustainability Team who support the model. Comments include;

- There is social value in keeping children in their communities and supported by family and carers,
- Less travel for social work and commissioning teams across the country to out of county placements,
- Less travel for family and carers of the child,
- The renovation of buildings can include more 'green' and sustainable features, and
- The opportunities for adults and children with a disability from local communities to come and care take some of the gardens and buildings

**10. Crime and disorder reduction assessment**

N/A

**Kim Curry**

Executive Director for People Services

**Contact Officer:** Stuart Gibbons, Strategic Market Development Manager

**Appendices:**

1. In-house residential service strategy 2019-22

**Background papers:**

None

DRAFT



## Children first

In-house residential service strategy 2019-22

## 1. Executive summary

This document provides a summary of the recent review of in-house residential services for children and proposes a strategic framework and service model which seek to ensure that outcomes for vulnerable children are maximised and that long-term care costs are minimised.

The Council's existing children's residential estate has three open establishments which all have a 'good' Ofsted rating and three establishments which are not in use; one having been issued with a suspension notice by Ofsted and the other two having been taken out of service by the Council in autumn 2018. Proposals for the three closed homes are prioritised in the first phase (September 2019 to December 2020) of the overall plan for the service, with the three open homes to be focused on in the second phase (July 2020 to July 2021).

This will support the most vulnerable children in the county by keeping them close to home and providing services designed to support both them and their families.

## 2. Background and context

### 2.1 The national context

*"I agree that they can be the right option for some children, particularly if they are used early, as part of a well thought-through long-term plan, and taking into account children's wishes and needs, or for additional therapeutic support to bring stability to a child's life. We therefore need to ensure that children's homes are of the highest possible standard and deliver the best possible outcomes for the children who call them home"<sup>1</sup>*

This statement from Edward Timpson MP, Minister of State for Vulnerable Children and Families, forms part of the Government reply to the 'Residential Care in England' independent report by Sir Martin Narey<sup>2</sup>. This report, published in 2016, made many recommendations and West Sussex County Council treats this as the most up to date picture of the current state of children's homes and future planning recommendations.

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/579549/Government\\_response\\_to\\_Narey\\_review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/579549/Government_response_to_Narey_review.pdf)

2

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/534560/Residential-Care-in-England-Sir-Martin-Narey-July-2016.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/534560/Residential-Care-in-England-Sir-Martin-Narey-July-2016.pdf)

In the Narey report, a care leaver is quoted as saying;

*"Many believe a family environment is a more suitable placement for a young person to grow up in. That may be the case for lots of young people and children in care, but not for all. Unfortunately, there seems to be a big push for foster care as residential care isn't viewed as an ideal option, more of a last resort if they can't find another suitable placement. That attitude needs to change, residential care homes work for a number of young people for reasons that are probably far too complicated than I can ever fully explain. But I do know that for me and a number of other young people, care homes were the BEST option, not the last resort option and they did some amazing work with us during our time there."*<sup>3</sup>

Residential homes have an important place in the Children First strategy to better support the most vulnerable children in the county, to secure the best outcomes for them and reduce the financial and social cost that can result from the transition of children into adulthood.

The Department for Education has set out key principles that all children's homes are expected to apply, and to ensure that residential care is a positive choice for children and young people where a children's home is the best placement to meet their individual needs;

- Children in residential child care should be loved, happy, healthy, safe from harm and able to develop, thrive and fulfil their potential,
- Residential child care should value and nurture each child as an individual with talents, strengths and capabilities that can develop over time,
- Residential child care should foster positive relationships, encouraging strong bonds between children and staff in the home on the basis of jointly undertaken activities, shared daily life, domestic and non-domestic routines and established boundaries of acceptable behaviour,
- Residential child care should be ambitious, nurturing children's school learning and out-of-school learning and their ambitions for their future,
- Residential child care should be attentive to children's need, supporting emotional, mental and physical health needs, including repairing earlier damage to self-esteem and encouraging friendships,
- Residential child care should be outward facing, working with the wider system of professionals for each child, and with children's families and communities of origin to sustain links and understand past problems,
- Residential child care should have high expectations of staff as committed members of a team, as decision makers and as activity leaders. In support of this, children's homes should ensure all staff and managers are engaged in on-going learning about their role and the children and families they work with, and

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/534560/Residential-Care-in-England-Sir-Martin-Narey-July-2016.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/534560/Residential-Care-in-England-Sir-Martin-Narey-July-2016.pdf)

Agenda Item 9  
Appendix 1

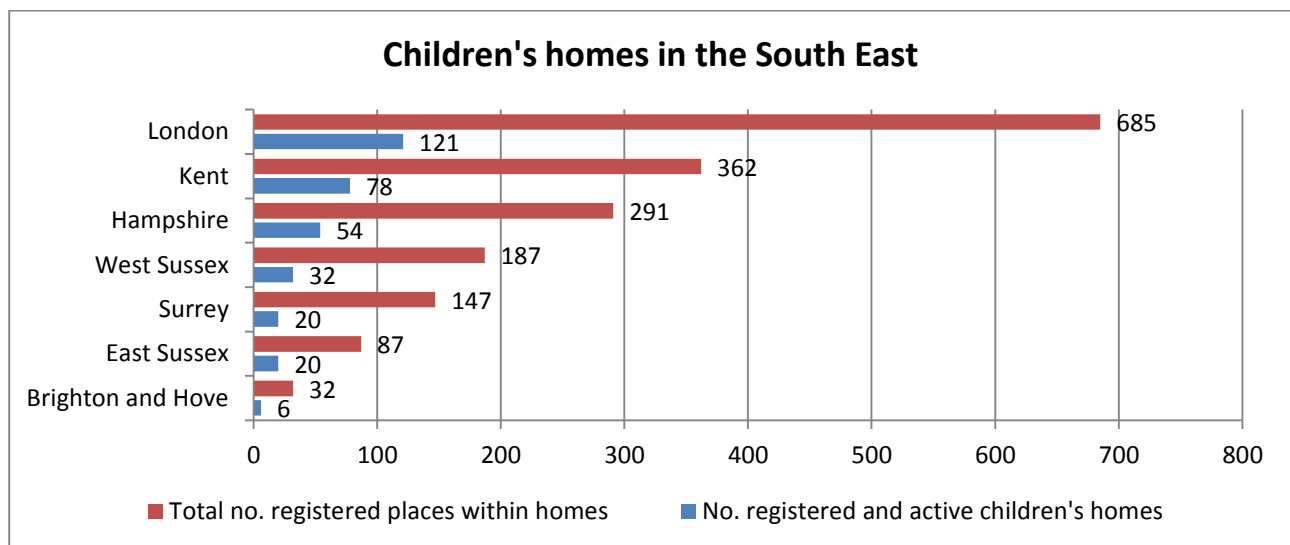
- Residential child care should provide a safe and stimulating environment in high-quality buildings, with spaces that support nurture and allow privacy as well as common spaces and spaces to be active<sup>4</sup>

The challenges faced by the children’s residential care providers are also acknowledged nationally. In a recent report on the sector<sup>5</sup>, the National Audit Office identified several key issues;

- Demand for residential placements and staff has outstripped capacity,
- A high level of variation in provision, with different local authorities paying widely different prices for the same standard of residential care, and
- Increasing cost to local authorities, with the cost of residential care increasing by 22.5% between 2013-14 and 2017-18, whilst the number of children placed in residential care by local authorities increased by 9.2%

## 2.2 The regional context

The number of registered and active children’s homes and the total number of registered places in these homes is shown below for a range of local authorities in the South East region. West Sussex currently has 32 registered and active children’s homes, including the Council’s own in-house provision.



Children’s homes are more densely populated in the London area, becoming more dispersed moving out of London, with clusters of homes in populated areas such as Southampton and Brighton.

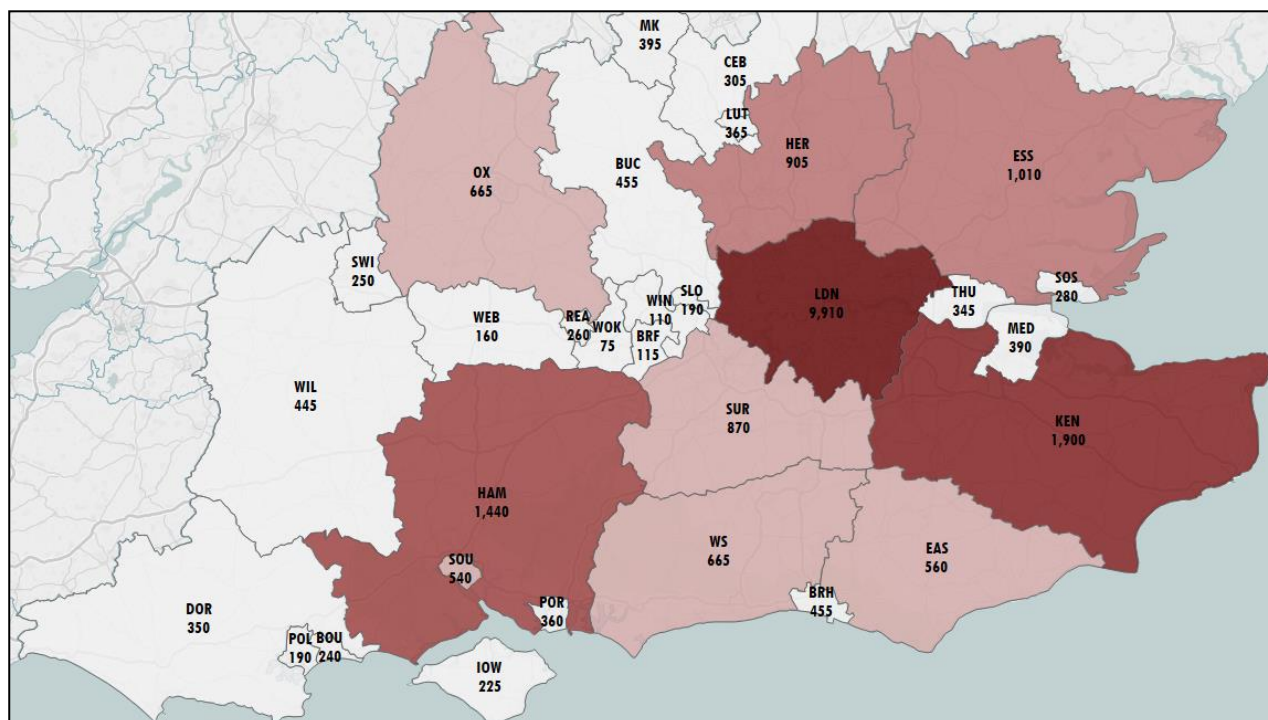
In March 2017 analysis was undertaken by the insight and intelligence team on total numbers of children looked after (CLA) in each local authority in the region. This showed that West Sussex was slightly below the average for all local authorities in the

<sup>4</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/463220/Guide\\_to\\_Children's\\_Home\\_Standards\\_inc\\_quality\\_standards\\_Version\\_1.17\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463220/Guide_to_Children's_Home_Standards_inc_quality_standards_Version_1.17_FINAL.pdf), page 6

<sup>5</sup><https://www.nao.org.uk/wp-content/uploads/2019/01/Pressures-on-Childrens-Social-Care-Summary.pdf>



South East in terms of the total number of CLA it is responsible for. A map of the region with figures for each local authority area is shown below.



There were more than 9,900 CLA in the London boroughs, 1,900 in Kent and 1,440 in Hampshire, whilst in comparison West Sussex had only 665 looked after children (now over 700), compared to the regional average of 788. West Sussex does however have the highest proportion of its CLA in residential homes of any regional local authority, although the volumes in Kent and London are still higher.

### 2.3 The local context

Although exact locations cannot be made public for obvious reasons, the 32 registered and active children's homes in West Sussex tend to be centred on or within reach of the areas where the child population density is highest (dark blue in the cartogram in Figure 1) and where the rate of referral to children's services is highest (amber and red in the cartogram in Figure 2).

Whilst the existing children's homes are broadly located within the communities where the need appears to be highest, there is still a need for the Council to at times place children in out of county establishments. Many children with the most complex needs who cannot be adequately supported by services in West Sussex are placed with out of county providers in locations as distant as Lincolnshire and Scotland. This negatively impacts upon children's connections with their parents, carers and social work teams.

The majority of placements made to residential children's homes can be broadly split in to three categories, with the latter two most likely to take a child away from their

home and community due to lack of nearby appropriate provision, often entailing the highest cost due to the level of support required;

- Those made to 'mainstream' children's homes (i.e. those that do not normally offer education as an intrinsic part of the core offer),
- Those to specialist providers (e.g. therapeutic providers, homes specialising in support for victims of child sexual exploitation or those offering mental health support within the placement), and
- Those for children with severe and profound disabilities requiring high levels of support (e.g. staffing ratios of 1:1 or 2:1)

All placements started in 2018/19 are shown below, divided in to higher, middle and lower brackets based on the total weekly cost of the placement.

<b>Weekly cost bracket</b>	<b>Total no. placements in each bracket</b>	<b>Of total, no. out of county</b>	<b>Of total, no. to providers not on framework</b>
Low (<£3,000)	9	6 (67%)	5 (56%)
Mid (£3,000 - £5,999)	48	31 (65%)	21 (44%)
High (£6,000+)	17	16 (94%)	12 (71%)
<b>All</b>	<b>74</b>	<b>53 (72%)</b>	<b>38 (51%)</b>

It is evident that for those in the higher weekly cost bracket there is not sufficient provision either in West Sussex or for which the Council has a defined route to service in place. Out of county placements can be at a significant distance from the county, in some cases hundreds of miles, and for those providers used in 2018/19 who were not within an available contractual framework, there was a small minority who were unregistered.

Closer analysis of those children who make up the majority of those placements costing in excess of £6,000 per week show that they fall in to one of two groups;

- Have been a CLA for a number of years with a pattern of multiple placement moves, the typical trajectory being foster care then residential care with the most recent placement being in a solo placement with high levels of staffing (i.e. the more 'complex' cohort), or
- Are coming into care, the first placement being a residential crisis provision due to needs and risks at the time of the placement being requested (i.e. the 'edge of care' cohort)

It is these groups of children which are the most likely to be placed away from home and community due to lack of suitable local provision.

## **2.4 Background to the in-house service**

The Council currently owns 6 children's homes which are spread across the county. This accounts for 28% (52 beds) of the capacity in the local sector as a proportion of the total number of beds. The remaining 135 beds (72%) sit within the private sector.

In June 2018, Seaside children's home, a Council in-house establishment, underwent an Ofsted inspection, with the overall grade given as 'inadequate'. The Council initiated an improvement plan to address the concerns raised during the Ofsted inspection. In the 6 weeks following the inspection, Ofsted re-visited the home and were unsatisfied with the improvements made. Seaside children's home was subsequently issued a suspension of service and was closed.

Arrangements were made for the 4 permanent residents of Seaside to be moved to alternative placements. These moves were supported by social workers and the placement team and took place on Friday 10<sup>th</sup> August 2018. Ofsted undertook a further inspection on site to ensure all the children were placed with strong transition plans. Staff evidenced a successful transference of documentation and a robust outreach scheme that evidenced good practice and care for the children. Subsequently this resulted in the suspension being lifted by Ofsted, at this time the Council decided that Seaside should remain closed until a full review of the in-house residential service was undertaken.

Following the closure by Ofsted, the senior leadership team undertook quality assurance inspections and found that the services that were operated from Cissbury Lodge and May House were unsuitable. The Council therefore voluntarily closed these establishments, pending the wider review of the service.

## **3. Methodology and analysis**

### **3.1 Approach**

As a starting point for the review of the in-house service, a set of principles was established to guide the work to develop a strategy, derived from the Council's West Sussex Plan and other supporting children's services strategies;

- Focus on children's strengths and potential,
- Put children at the heart of decision-making,
- Provide services based on inclusivity,
- Increase families' connections to their community,
- Keep children in their community when safe and appropriate,
- Be involved in and at the heart of communities,
- Work with parents and carers to develop services,
- Develop exemplars of services,
- Support educational needs,
- Ensure that children are prepared for independence,
- Share best practice,

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- An evidence-based practice model,
- Provide a flexible and quick response,
- An increase in short-stay outcomes-focussed services,
- Explore new technologies,
- A highly skilled and specialised multi-disciplinary staff team,
- A commercial approach to selling training and provision,
- Registration of services in a timely and safe manner,
- Partnership building to deliver better outcomes for children,
- Evidence successes and the value of the service, and
- Deliver support in the right place and at the right time

The following sources were looked at in order to better understand the demand for services within West Sussex, how similar services are developing in comparable local authorities and whether there was learning available from other best practice models;

- Case studies of children who have been supported through the in-house residential service, in order to understand the impact at an individual level,
- Analysis on population trends provided by the Council's Insight and Intelligence Team,
- Children's services data on placements, such as the 'day in question' report (DiQ),
- Data on capacity and type of provision within the Council's statistical nearest neighbour local authorities, and
- Relevant local and national research

### **3.2 Case studies**

Case studies of three children who had previously accessed services at one of the Council units to be closed in 2018 have been compiled with the aim of better understanding, alongside the issues that led to closure, the impact that the in-house service can have at an individual level and any improvements that could be made.

Since closure, the three children's families suffered breakdown and these children, who had previously received a shared care package, were subsequently placed out of county in full time placements (the case studies are available in full within Appendix 3).

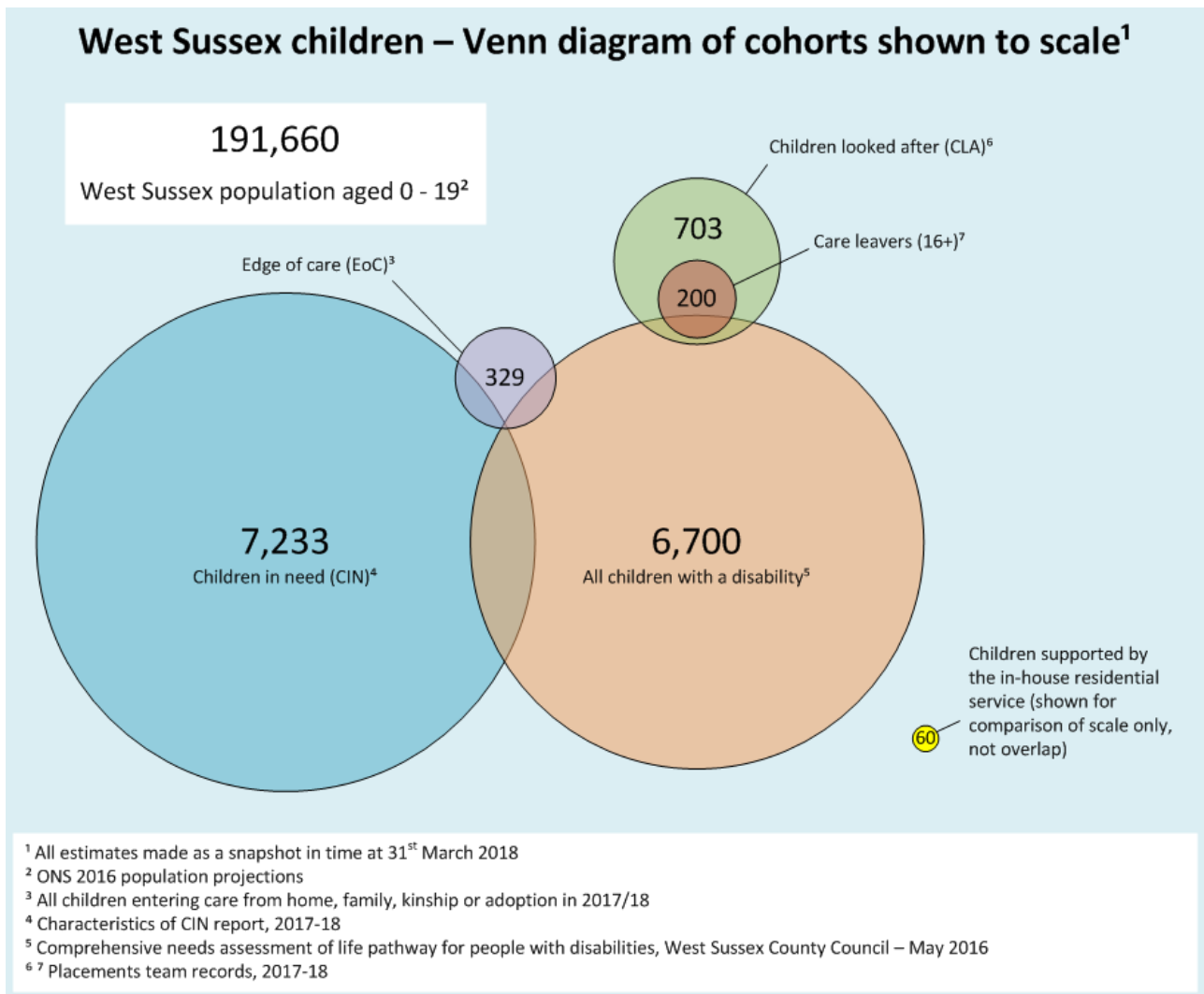
This illustrates how vital a flexible in-house service can be in securing care and support that is close to home for children with complex needs. In this instance, for 3 it meant the difference between being supported along with their families to thrive within their home environment and being placed away from home and moving in to full time care.

### 3.3 Population trends

Those children supported by the in-house residential service can come from a number of different cohorts;

- CLA – a child is looked after by a local authority if a court has granted a care order to place a child in care, or a council's children's services department has cared for the child for more than 24 hours; CLA make up the majority of those supported by the in-house service,
- Children in need (CIN) – children who have been assessed by a council as having eligible needs which entail the provision of appropriate support to enable the family to safeguard and promote the child's welfare; CIN can be supported by the in-house service if they are receiving a level of short breaks that would not make them CLA,
- All children with a disability – may be either CLA or CIN and are supported by specialist homes, both in-house and external, for children with disabilities,
- The 'edge of care' – those children at risk of entering the care system, and
- Care leavers – all CLA who are aged 16 and above and should therefore have entered the process of planning for transition to adulthood

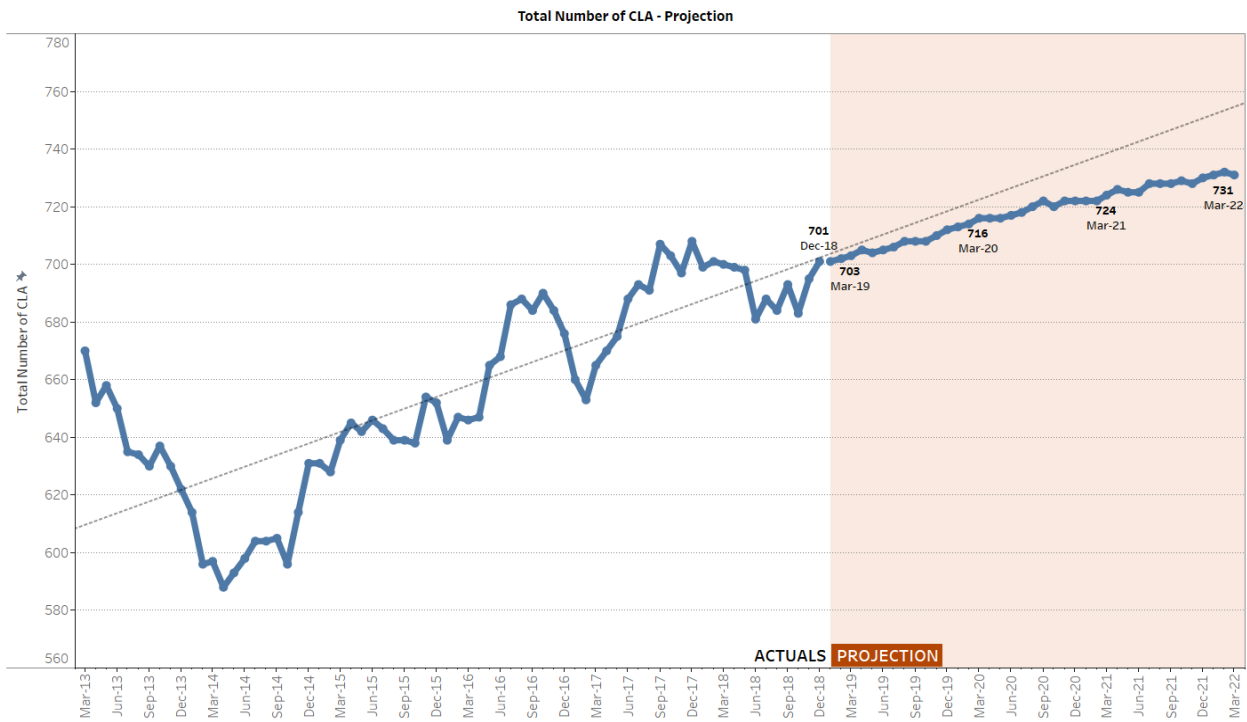
All of these groups are shown in the Venn diagram below in order to compare cohort sizes (this is a snapshot in time as of 31<sup>st</sup> March 2018). An estimation of the number of children supported by the in-house service at any one time (prior to the closure of 3 of the homes) is also shown for comparison.



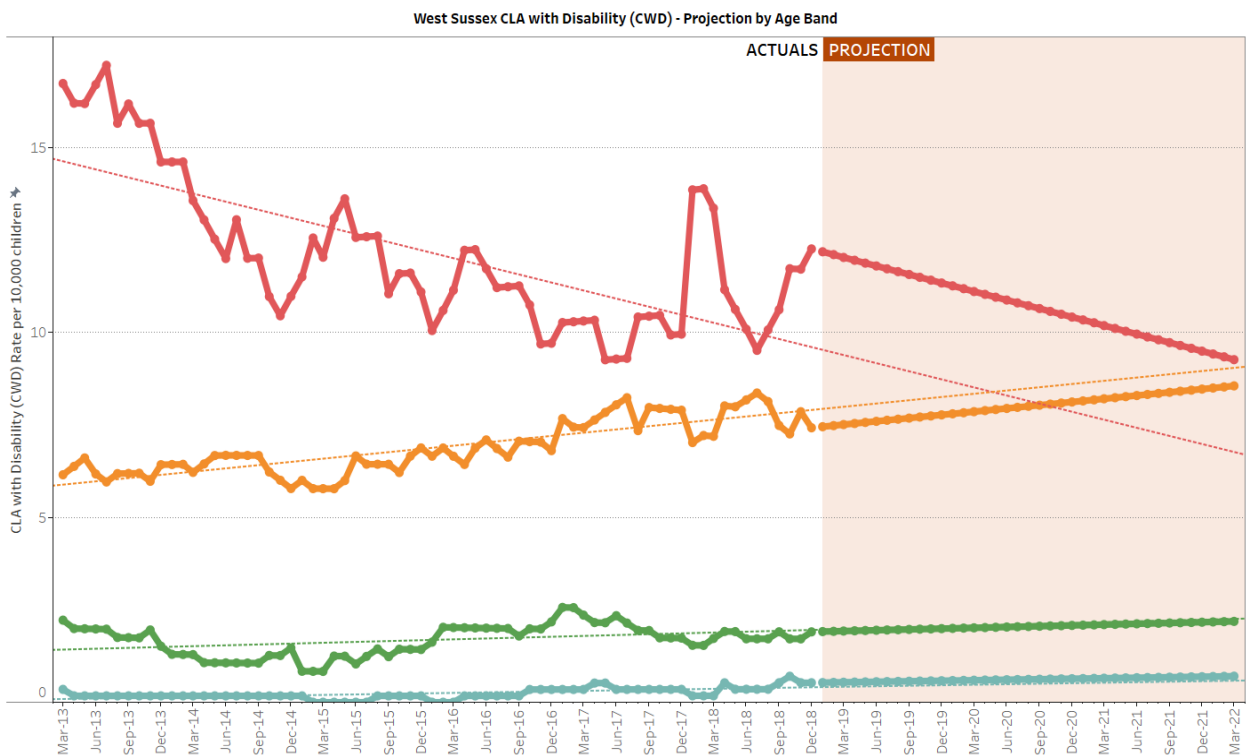
The child population of West Sussex has been growing and is projected to continue growing, at between 0.4% and 1.2% per year, every year until 2024. This equates to between 1,000 and 2,000 additional children living in county each year.

This means that even if the rate of CLA per 10,000 children in the population were to remain static, then the number of CLA in West Sussex would grow along with the child population. Over 10 years, this would amount to an additional 49 CLA, of which 28 would be expected within the first 3 years to 2021.

Combining the projections for population growth with the projections for changes in the rate of CLA per 10,000 children (including unaccompanied asylum seeking children and children with a disability) provides an overall projection for the total number of CLA, which is project to increase from the current figure of 684 at the end of August 2018, by between 10-13 CLA per year, to a total of 722 CLA by March 2022.



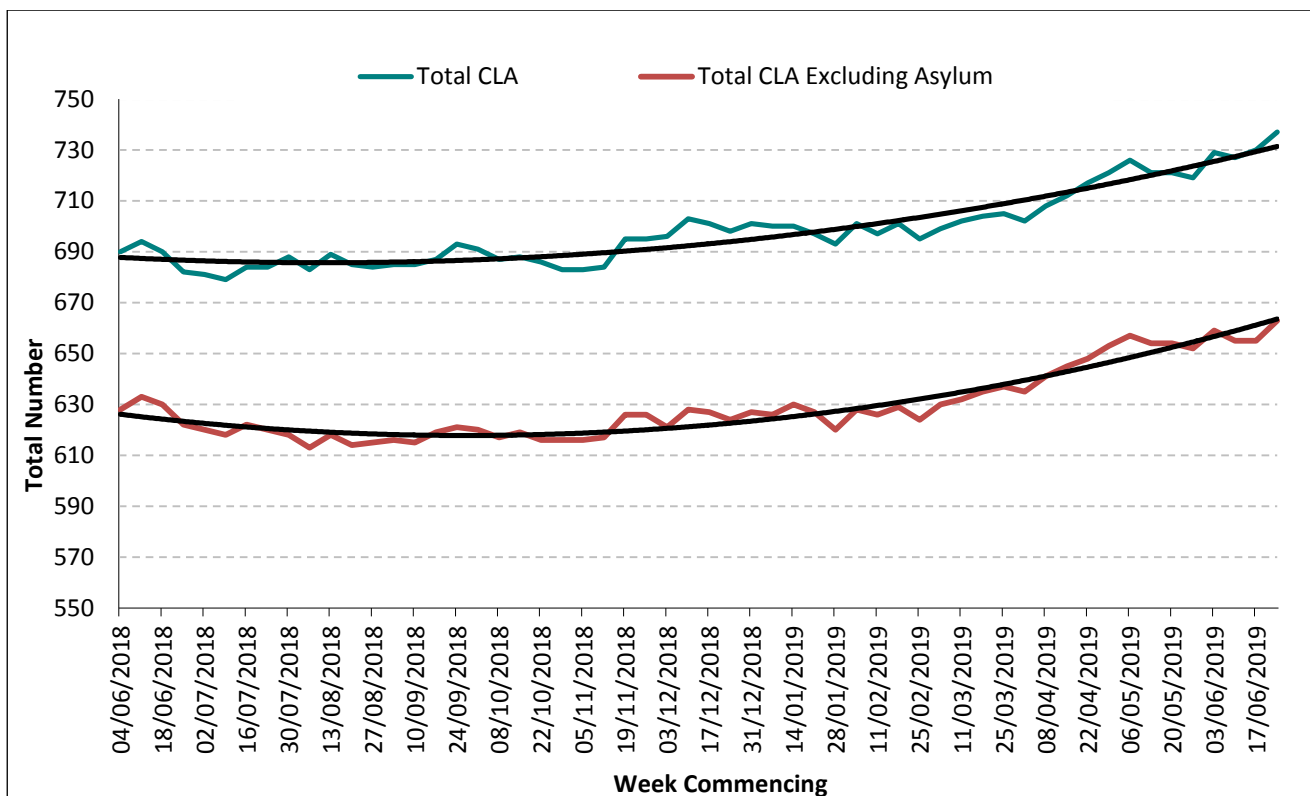
A similar upward trend is also seen when excluding unaccompanied asylum seeking children (UASC) and children with a disability (CWD) from the figures above. Looking specifically at CWD, the chart below shows the rates per 10,000 of the population broken down by age band.



Although this does not take in to account overall population growth, it is evident that it indicates a growth within the 11-15 age group over the next few years for CWD.

### 3.4 Service data

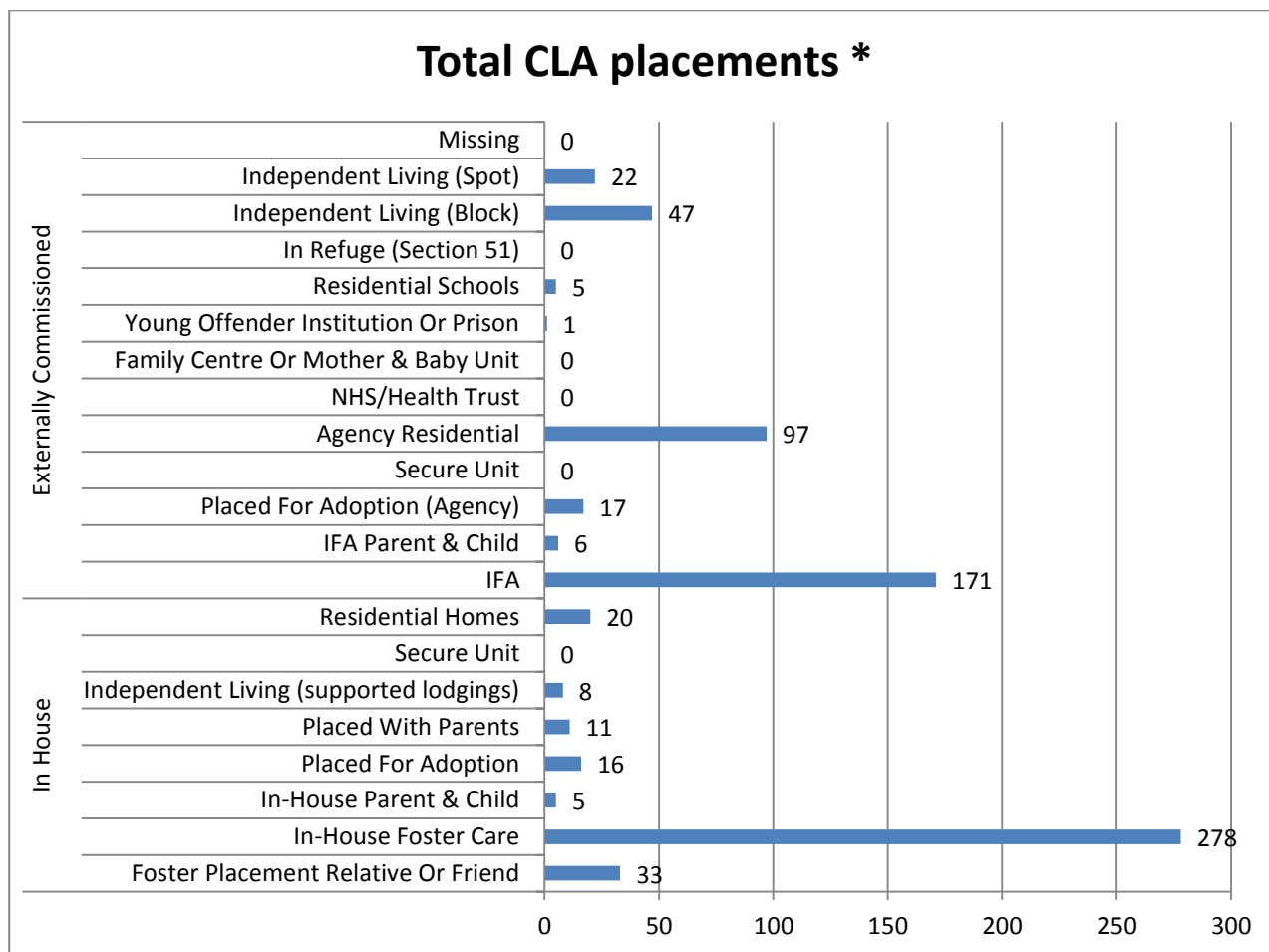
The 'day in question' (DiQ) report that is issued weekly by the children's services placements team provides an up to date snap shot of the number of CLA and their types of placement. The chart below gives the overall figures for CLA since June 2018, showing a steady increase in the total number of CLA, both including and excluding UASC.



In June 2019, there were 737 CLA in placements, these included but were not limited to foster care, agency children's homes, in house children's homes and residential schools.

The chart below shows of those 737 CLA, the split between different types of placement. The majority of children were placed with foster care, specifically in-house foster care. There are currently 117 children placed in children's homes, both in and out of county. Of these there are 20 placed in the in house children's service, taking in to account the fact that only 3 are currently operational. Those homes offering short breaks may also support more children in addition to this who do not qualify as CLA and are therefore not counted below.





\*Includes disability and asylum placements

Of the 117 children that are placed in children’s homes, this can be further broken down by identifying those children with a disability. Of the 47 children with a disability that are in children’s homes, 34% are placed within in-house provision. For the remaining 70 children, this figure is only 6%.

Overall, it is evident that West Sussex is facing increasing demand in terms of the numbers of CLA. Whilst significantly higher numbers of CLA are placed in foster care, agency residential and independent living placements, it is clear that having sufficient local in-house provision is a significant factor for those children with a disability and/or with complex needs in being supported to remain with or near their families.

### 3.5 Regional neighbours and their approach

The approach of two of the Council’s regional neighbours has been analysed, both of whom are currently going through a similar review of in-house residential provision.

#### 3.5.1 East Sussex

East Sussex has a similar size mix to West Sussex in terms of in-house and external market residential care. However, they have a smaller in-house capacity at just 12 beds; these are spread across 5 homes, 3 accommodating CLA and 2 caring for

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children with a disability. This follows a small 'group' home model, with no more than 2 or 3 children in each home.

They tend to use their in-house provision for more complex children with higher levels of need. Ofsted have recognised during a recent inspection that, whilst there is sufficient provision within the external market for children with 'mid-level' needs, the market is less likely to accept children who present a higher risk or have more complex needs.

East Sussex have a large and successful fostering market, which also includes care and support available to children within their own homes, enabling them to remain with their families and carers and potentially delaying or preventing long-term residential care. The majority of CLA placements by East Sussex are made through independent fostering agencies, with a smaller proportion accessing their own in house residential services (28 children at the time of writing). Their review has a focus on keeping children away from residential care wherever this is possible and appropriate.

East Sussex places a large emphasis, from age 15 onwards, on skills for independence. However, there is real pressure in securing regulated provision for older children (14-16) which includes accommodation with a focus on transitioning to adulthood.

They have negotiated a framework specification with their external market, which includes a discounted rate for a second child from the same family.

They have recently run a public consultation on the proposed changes within their in-house estate, focussing on the following areas;

- Viability studies and stock condition surveys,
- Increasing in- house fostering,
- Increasing care and support in the home, and
- More effective community support/outreach

### **3.5.2 Surrey**

Surrey is currently part way through a recommissioning and review of their in-house service offer. They operate a similar size estate to West Sussex, with 8 homes across their geographical area. 2 of these accommodate children with a disability and the other children who are CLA.

One home has recently been closed temporarily under similar circumstances to Cissbury Lodge. 2 of the remaining 7 are to be sold, as they are large, expansive, historic buildings that are worth more for the capital receipt to invest in new in-house services than they are cost-effective to run.

One of their homes is registered for 9 children but they never run with more than 6, and moving forward have made the decision to not have services with more than 6 children in. They currently run at an approximate 80% occupancy, out of choice, in order to best manage the service. One service has two beds and is jointly funded by health and social care, supporting children with highly complex mental and physical health issues. They are also considering changing the use of one or more homes to specialise in parent/child and family placement.

Surrey believes that every residential placement should be a 'therapeutic placement' and that those additional services which meet physical health needs are separately commissioned activities. Their review will make a move towards more specialised beds to accommodate the most complex children and retain them within the county wherever possible.

### **3.6 Statistical nearest neighbours**

The Council's statistical neighbours provide additional insight in to the varying type of placements that could be appropriate for the county. West Sussex is on a par with its statistical neighbours in terms of the number of externally commissioned beds. However, West Sussex is second in terms of the proportion of the total capacity of residential children's beds that are provided in-house, with a total of 52 beds within the in-house service, coming second only to Hampshire which has 88.

The majority of statistical neighbours have minimal or no beds that are owned and operated by the council. For example, Bath and North East Somerset solely externally commission all their beds. The detailed breakdown of this can be found in the supporting documents section.

### **3.7 Examples of good practice**

Two visits were undertaken of homes in Brighton and Hove rated "outstanding" by Ofsted in order to enable the Council to explore best practice and to have an opportunity to observe other providers.

#### **3.7.1 Drove Road**

Drove Road is children's home with the same registration as Cissbury Lodge. They offer short breaks, shared care and residential placements for up to 9 young people with severe learning disabilities. Although they have 9 bedrooms, they never usually accommodate more than 6-7 at any one time, with 3 of these being permanent residents.

The home is split into 3 separate units;

- A main unit accommodating up to 5 young people (usually 3-4 young people at a time). The young people have learning disabilities with challenging behaviour but can mix with other young people. The unit has a

sensory room, soft play area, lounge, garden and a kitchen where the young people can take part in food preparation. They have a chef who cooks the main meals for all 3 units,

- A second residential unit for 2 young people both of whom live there permanently and have a core staff group which remains the same, offering consistency for the young people. Bedrooms have been personalised and the behaviour of these young people has improved significantly whilst at the home, and
- A third unit for one young person with very challenging behaviour and who cannot mix with others. The unit is very bare due to the risk of damage by the young person, who is required to have a constantly changing staff group as it has proved too demanding for staff to work with this young person for prolonged periods of time

All 3 units have their own entrance, vehicle and laundry room. There are several bathrooms and the lay out of the building is well thought out as it allows the young people to spend time together but also has areas where they can spend time if they prefer to be alone.

### **3.7.2 Tudor House**

Tudor House offers accommodation for young people with learning disabilities and has 5 bedrooms but usually operates with 3-4 young people at a time. The home is impressive and very home-like, with a beautiful garden, a kitchen lounge, playroom, sensory room and play house in the garden. Tudor House does offer care for children with complex health needs, but will only have 1 young person with complex health needs at any given time. Tudor house only offers short breaks and shared care packages.

## **3.8 What does this tell us?**

The Council is looking to create models within its in-house service that offer flexibility to adjust provision based on need and demand and to enable a responsive service to better support our children and young people. The following conclusions can be drawn from the evidence that has been reviewed in sections 2 and 3 of this document;

- West Sussex is experiencing an increase in demand on its children's residential homes, both in-house and external, in line with what is being experienced nationally,
- It is nationally accepted that keeping children close to their homes and communities when it is appropriate and safe to do so can result in better outcomes for these children and their families and also in decreased costs for local authorities,
- There appears to be a lack of provision in the county for children on the edge of care and for those with particularly complex needs,
- For children with a disability, there is an increase in the size of the 11-15 age group,

- Although some local authorities rely entirely on the external market for provision of children's residential services, some, including several within the Council's own group of statistical nearest neighbours, rely significantly on in-house provision, in particular for cohorts of children that are difficult to place in the external market due to their level of type of need,
- There is a recognition that relying too heavily on the external market can lead to a large variation in the price paid for care of a similar quality, and
- There are some good examples nationally of services such as short breaks and community outreach work being used to support a wider cohort than the more 'traditional' offer of long-term residential placements, with the added benefit that long-term care can be delayed or entirely avoided

### **3.9 Strategic framework**

The following 4 key objectives have been drawn from the analysis undertaken within this review, forming a strategic framework for the service;

- Use in-house services to support the most vulnerable and complex children, whilst also providing an offer to children who are on the 'edge of care',
- Seek to maximise outcomes for children by keeping them in or near to their homes and communities whenever this is appropriate and safe,
- Provide a flexible service that is able to respond effectively to the wide range and high level of need in the most complex cohort of children, and
- Make the best use of resources through utilising innovative service models to move away from 'traditional' high-cost long-term placements towards a more comprehensive service that 'wraps around' the child, including short breaks and outreach work in communities

### **3.10 Options to deliver the strategy**

The following six options were considered to implement the strategy;

- Do nothing – i.e. make no change to the existing services other than what is required from Ofsted's perspective in order to reopen,
- Maintain the existing capacity and identify ways in which the service could specialise in order to better meet need,
- Maintain the existing capacity in-house whilst also seeking to increase capacity through a joint venture with an external provider or providers,
- Deliver all in-house services via a joint venture
- Grow the current in-house capacity, and
- Outsource all requirement for children's residential services

These six options were assessed against their ability to deliver the strategic framework.

No.	Option	Assessment against strategic framework, incl. overall RAG
1	No change	In effect, this would mean making no changes to the service and reopening the closed establishments as they were, with the bare minimum of work in order to achieve registration. Given the underlying issues that led to closure (e.g. culture) and the recommendations of the Ofsted inspection, doing nothing would not be a viable option.
2	Maintain capacity and specialise	This would enable the Council to focus the resources it directly controls on supporting those children in the most complex situations, and who are the most difficult to place in the external market and therefore the most likely to be placed away from home, to stay in their communities.
3	Maintain capacity and increase through joint venture	This option retains some of the benefits of option 2 but with the risks attached to option 4. There is also the possibility that readying the market for such an offer could be prohibitive.
4	Joint venture	This option would create issues over control and responsiveness in the in-house stock, both to meet future changes in demand and also to allow room for innovation. There is also the potential to incur a higher cost as a result of having less flexibility to place children with complex needs.
5	Grow in-house capacity	This shares the same benefits as option 2, and whilst this option is not discounted, it will require further work on long-term demand to evidence if it is needed.
6	Outsource all	There is a level of risk in this option in maximising the Council's reliance on the external market and creating a greater exposure to provider failure. A lack of direct control would also make it more difficult to ensure the maintenance of a quality service. Work to compare unit costs of the models proposed in the review to comparable services in the external market also indicate that this would be more expensive than in-house provision (only 1 of the 6 establishments came out as significantly more expensive to run in-house due to changes in its capacity, an issue which will be solved in phase two of the capital works when the establishment is extended).

The recommended option is option two. Maintaining in-house capacity and specialising would allow the Council to;

- Focus on supporting children with the most complex needs,
- Innovate with models that keep children from becoming children looked after (CLA) or going into longer term residential services,
- Retain control of its stock, which would support the shaping of the market,
- Better utilise the existing estate and buildings,
- Retain flexibility to accommodate the highest costing children whilst also offering new, innovative models,
- Retain control and therefore respond more quickly to meet a changing demand in the market if required, and

- Maintain a level of insulation from the impact of any provider failure in the external market

## 4. Current position – the ‘as is’

### 4.1 Existing delivery models

The Council’s in-house children’s residential service consists of 6 homes across the county. The current models within the homes are set out in the table below; these include the staffing position and their annual revenue budget.

Name of home	Type of service current or previous	Bed nos.	Staff allocated FTE	Staff currently employed FTE	Partners	Status/ Last Ofsted rating	Annual revenue budget
<b>Cissbury Lodge</b>	LD and PMLD respite and residential care	16	72.35	58.29	Nurse CAMHS OT	Closed Rated good in Sep 2017	£2,291,600
<b>May House</b>	Early help and intensive care for LD	3	32.5	18.0	CAMHS Education OT	Closed Rated good in Aug 2017	£754,900
<b>Seaside</b>	Full time residential home for CLA	6	28.5	15.23	CAMHS	Closed Rated inadequate in Jun 2018	£780,200
<b>Orchard House</b>	LD home full time and respite care	16	87.62	73.62	CAMHS Education	Open Rated good in Jan 2019	£2,336,900
<b>High Trees</b>	LD home full time and respite care	4	26.55	26.55	CAMHS	Open Rated good in Oct 2018	£806,700
<b>Teasel Close</b>	Full time residential home for CLA	5	21.51	18.51	CAMHS	Open Rated good in Nov 2018	£783,200
<b>Total</b>	-	<b>50</b>	<b>269.03</b>	<b>210.02</b>	-	-	<b>£7,753,500</b>

The total budget allocated to the children’s homes is £7,753,500 and the service employs over 200 people. The children’s homes partner with external agencies to provide additional services and support to children that are staying at the home. The

staffing structure for the homes is made up of multiple different role types and grades, without consistency across the homes.

## **4.2 Issues with the service**

Over the years the homes have adapted and responded to need on a local level and there are occasions of this working successfully, such as High Trees. However, there is evidence of where this has had a detrimental impact on the homes and staff, such as in May House.

The significant issues that were identified as part of the residential review were;

- Lack of gatekeeping resulting in inappropriate placements, including emergency placements, which destabilise the homes,
- Inconsistency of policies and practice,
- Lack of focused staff supervision,
- Disparity of cultures amongst the staff groups, and
- Inappropriate conditions in the homes with a general lack of investment in the buildings and infrastructure

## **5. Future position – the ‘to be’**

In line with the option to maintain capacity and based on the demand and need analysis that has been undertaken, those in-house establishments that are open and currently rated ‘good’ by Ofsted will not change significantly in terms of their delivery model.

Based on identified demand, the need for specific service types and the existing resource where services could be best delivered, the following models have been identified to deliver the strategy within the closed establishments in the in-house service;

- A home to support children and young people with learning disabilities and challenging behaviours, offering a short break service to prevent longer term residential care. Additionally, a unit will be designated to remain flexible in order to adapt to changing needs. This may provide emergency, long stay or complex health needs placements. Cissbury Lodge has been identified as a site that would be best suited to provide this service based on its historical provision to children with a similar range of needs,
- An ‘edge of care’ home to support children and young people who are at risk of entering the care system. The aim of this home is to work with children and young people to return home, go to a supported placement or prepare for independence. There is also the requirement for training flats to develop skills for independent living. Seaside children’s home, where such flats already exist, has been identified as a suitable location to provide this service, and



- An assessment unit where children and young people will be in placement for up to 28 days to enable appropriate assessments for children with complex and high risk needs. The children will be assessed, triaged and the service will work closely with them and partner agencies to meet their ongoing needs. Due to the high risk behaviours of these children, a small home would be best suited for this. May House has therefore been identified to deliver this service

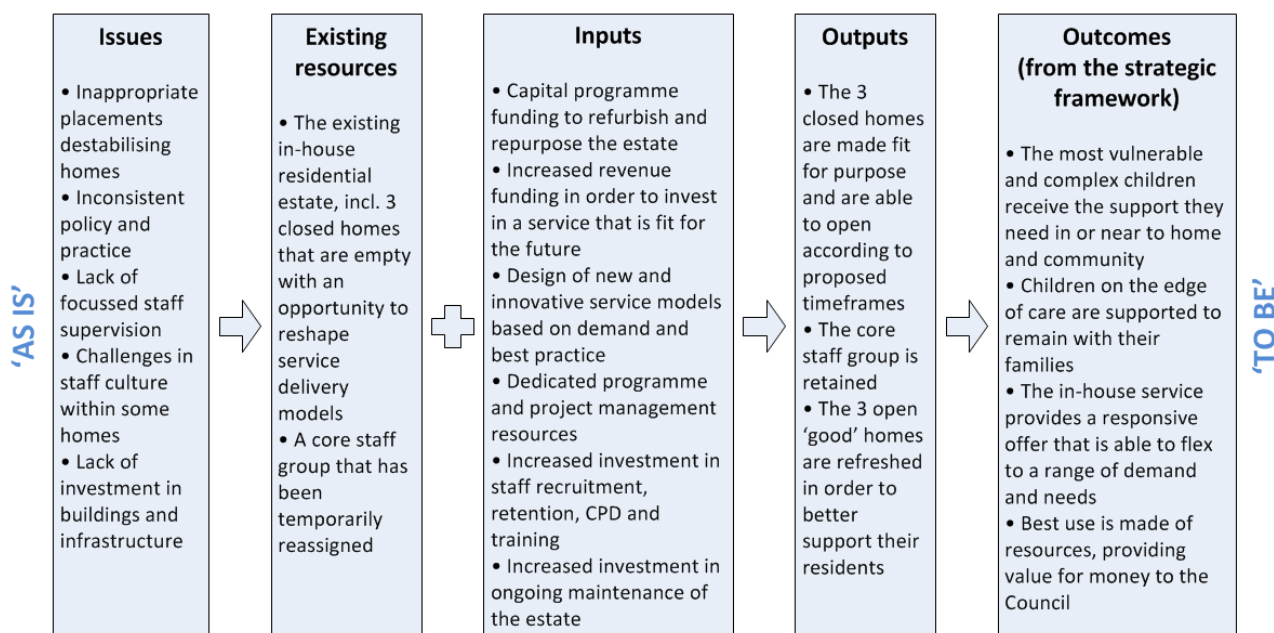
The proposed models for each home are summarised in the table below.

<b>Type</b>	<b>Beds</b>	<b>Age Range</b>	<b>Existing Service</b>
Edge of care/ independence training unit (supporting 16-25 agenda)	4 edge of care 2 pathway to independence	12+	Seaside
28-day assessment unit – CLA	3	12+	May House
Learning disability/complex health needs/ challenging behaviours	4 flexible spaces 6 learning disability, short breaks Community outreach service	11+	Cissbury Lodge
Children looked after	5	12+	Teasel Close
Learning disability/challenging behaviour	7 (short breaks) 7 (long-stay) 2 (autism)	11+	Orchard House
Learning disability	5 (long-stay/short breaks mix)	11+	High Trees
<b>Total</b>	<b>45</b>	-	-

## 6. Implementation of the programme

### 6.1 Logic model

The issues, existing resources, inputs, outputs and outcomes required of the service in order to move from the current to the future position are summarised below.



## 6.2 Hearing the voice of the child

The views of children and their families will be at the heart of what the residential service delivers. Through implementing the strategy, the service will better enable children in the care of the Council to thrive in a positive and supportive environment and to feel empowered to influence decisions on their care. What children have to say about the difference the residential service makes to them will continue to be heard and will inform the future development of the service, in particular through the Children in Care Council and the regular meetings that residential members of staff have with most difficult to reach young people in their care.

## 6.3 Programme timeline

The implementation of the programme has been split into 2 phases; these have been set out in the table below (an overview of the whole programme timeline is provided in Appendix 1).

Phase	Homes	Priorities	Period
Phase 1	Cissbury Lodge May House Seaside	The reopening of those homes that are currently closed in order to remove the current requirement to place children who could be supported at these establishments away from home and at higher cost.	September 2019 to December 2020
Phase 2	Orchard House Teasel Close High Trees	The refurbishment and refresh of those homes that are currently open and rated 'good' by Ofsted.	July 2020 to July 2021

## 6.4 Staffing

To enable the Council to deliver the outcomes set out in the strategic framework; staffing models have been designed for each home to ensure the operation of a safe and high quality service. The staffing models have been designed specifically for each home and the level and type of need that they will cater for, bearing in mind the lessons learned from the suspension of Seaside around ensuring sufficient and consistent levels of staffing in relation the level of occupancy.

Consistent continued professional development will be offered, with a training pathway developed for all staff teams to confirm basic skills and develop enhanced skills to work in the proposed new model. This new training pathway consists of;

- An updated residential training pathway following extensive partnership work with the Learning and Development team, which sets out training requirements, expectations and logs individual attendance,
- Monitoring the completion and effectiveness of training in supervision;
- Reflection on impact of training on a 'your learning' document,
- Registered managers maintaining an overview of individual establishment training matrices on a monthly basis,
- All senior staff undertaking observations of residential staff to ensure that learning is being put into practice and any areas for improvement to be addressed via the performance management framework where needed,
- Improvement of record keeping around attendance, ensuring management oversight,
- Ensure only the management team undertake supervision,
- New training course to create effective supervision,
- Specific practice guidance on supervision in children's homes that sits alongside the corporate supervision policy for children's social care, and
- Ofsted updated via each establishment's statement of purpose on staffing qualifications and experience (Ofsted have had the training pathway shared with them and this has received very positive feedback)

It was recognised that there were gaps in the skill set of staff. One suggestion to counter this was to have designated in-house champions. Each home will have a champion who will be trained in a specialist area. They would then be able to offer expertise within their own home and also go across the residential estate and offer in house training. Some of the areas of specialism would be child sexual exploitation, 'team teach' and focused areas of disability.

Recruitment for children's homes has traditionally been considered a challenge, with a high level of reliance on agency staff and a high level of vacancies in the service. The following approach has been developed to support the recruitment and retention of high-quality members of staff;

- A dedicated website for all vacancies within the children's homes,

- Benchmarking with other local authorities and providers, with salaries advertised with all relevant enhancements,
- A professional development pathway,
- An attractive benefits package,
- Innovative models within the children’s homes to attract talent,
- High-quality supervision with protected time for each staff member,
- Increased visibility and access to management,
- Dedicated time for teams to meet and share best practice, and
- Improved working environments in the homes

## 6.5 Financial implications

The estimated revenue and capital costs for the work required to all establishments is show below.

<b>Home</b>	<b>Feasibility cost</b> (revenue) £000	<b>Capital cost</b> (building works + fees) £000	<b>Estimated opening</b>
<b>Phase one</b>			
Seaside	125	1,650	Mid to late 2020
Cissbury Lodge	50	3,300	Late 2020
May House	125	825	Mid to late 2020
<b>Phase one total</b>	<b>300</b>	<b>5,775</b>	-
<b>Phase two</b>			
Teasel Close	40	902	Open
High Trees	40	957	Open
Orchard House	60	3,168	Open
<b>Phase two total</b>	<b>140</b>	<b>5,027</b>	-
<b>Grand total</b>	<b>440</b>	<b>10,802</b>	-

Viability studies for the estate were undertaken in December 2018. Further feasibility work and site visits have also been conducted at all phase one establishments since then. This indicates that the total requirement for capital investment will be £10.8m.

A strategic outline case for phase one was approved with feasibility work in train at the 3 establishments in this phase. Further business cases will be submitted over the coming months to secure the circa £5.8m of capital funding required for all phase one establishments in accordance with capital programme governance.

The review of staffing models, which will ensure that roles are consistent and suited to the proposed service, will result in an increase in the revenue cost. At the core of this will be changes already underway to improve training for staff and the CPD pathways. Whilst there has been a small reduction in non-staffing costs in the proposed budgets across the service, there has been an increase in staffing costs of £1.2m in order to invest in this area.

In the past, the establishments have not been well maintained across the estate. An increased budget for the ongoing maintenance of higher specification buildings, once capital works are complete, is shown below. Ancillary costs, such as food and clothing allowances and costs for back office functions at each home have also been analysed to produce the proposed budgets.

<b>Home</b>	<b>Existing budget £000</b>	<b>Proposed budget £000</b>	<b>Shortfall £000</b>
<b>Phase one</b>			
May House	755	871	116
Seaside	780	851	71
Cissbury Lodge	2,292	2,115	177
<b>Phase one total</b>	<b>3,827</b>	<b>3,837</b>	<b>10</b>
<b>Phase two</b>			
Orchard House	2,337	3,106	769
High Trees	807	856	49
Teasel Close	783	851	68
<b>Phase two total</b>	<b>3,927</b>	<b>4,813</b>	<b>886</b>
Business support	0	216	216
Maintenance	0	100	100
<b>Grand total</b>	<b>7,754</b>	<b>8,966</b>	<b>1,212</b>

Although the work intended for phase two for the three open 'good' establishments is likely to be small in comparison to phase one, the majority of the additional budget requirement lies here. This is because Orchard House, which holds the majority of the additional need, has historically had a high degree of overspend on agency staff in order to deliver a safe service. This establishment's proposed staffing model has consequently been adjusted, also taking in to account the increase in the level of 1:1 care needed, leading to a requirement to increase the budget.

Another key area driving the overall shortfall is the proposal to invest in management and business support to the service to ensure more effective upkeep of the refurbished buildings and to help deliver a more efficient and effectively run service.

To ascertain if the Council's children's homes are comparable to the market, a clear unit costing has been established. This takes into account all over heads and management costs and is the total cost to the Council to deliver the services. Additionally, it is worth noting that the unit costings have been calculated at 90% occupancy based on the level at which the homes were previously occupied, although it is anticipated that there is the potential demand to exceed this. The assumption has also been made that all capital works are approved to change the configuration of the homes.

<b>Home</b>	<b>In house average weekly unit cost</b>	<b>Agency residential average weekly cost</b>	<b>Differential in cost per week</b>
Cissbury Lodge	£5,177	£5,357	-£180
Orchard house	£4,452	£4,704	-£252
High Trees	£4,055	£4,075	-£20
May house	£7,162	£7,153	+£9
Teasel Close	£4,009	£4,335	-£326
Seaside	£3,380	£4,335	-£955

The table above shows that the Council's children's homes are comparable to the external market and offer a service at a realistic cost whilst delivering on the principles of the strategy.

All proposed models have been shown to offer the potential for significant cost avoidance. The figures shown below were arrived at by analysing demand for similar placements in the external market in 2018/19 and translating this to a demand and subsequent avoidance of placement cost in the three homes in phase one. The degree to which higher-cost subsequent placements could have been avoided was also taken in to account.

<b>Home</b>	<b>No. 'eligible' identified children in 2018/19</b>	<b>Estimated cost avoidance £000</b>
May House	9	530
Seaside	25	547
Cissbury	20	1,362
<b>Total</b>	<b>54</b>	<b>2,439</b>

This model has indicated a total potential cost avoidance of £2.4m per annum for all phase one establishments. Of this, £1.1m is expected to be delivered by the models at May House and Seaside. This was calculated using data from which cohorts which are easily identifiable, providing assurance that this level of cost avoidance is achievable. As the model proposed for Cissbury Lodge is new and untested within West Sussex, it is not possible to identify the cohort for whom services would be appropriate in the same way as has been done for May House and Seaside. However, there remains a high degree of certainty that this is the right course of action when balancing risk with the need to innovate, and there is a level of confidence that subsequently there will be sufficient cost avoidance delivered by the model. A full list of all risks and mitigations is provided separately in Appendix 2.

The closure of Cissbury Lodge and the subsequent placements required for the children previously staying there created a £2m pressure on the current children's disability team (CDT) placement budget, which the cost avoidance for phase one must answer, along with the net £1.2m increase in the service budget, in order for the model to be sustainable. The total cost avoidance of the proposed models in the long

term must therefore be at least £3.2m in order to 'break even'. £2.4m of this has so far been identified, with £0.8m still to be evidenced.

By way of mitigation it is proposed that during the capital works, officers track children going through the placement system to assess what percentage would have been able to access services in phase one establishments. The table below indicates the additional number of placements that this process would need to identify in order to be reassured of a net zero impact on the children's services' revenue budget, assuming that the additional cost avoidance required is evenly distributed across the three homes.

<b>Home</b>	<b>Total additional cost avoidance required to ensure net zero impact on budget £000</b>	<b>No. additional children/yr this equates to</b>
May House	258	4
Seaside	258	12
Cissbury	258	11
<b>Total</b>	<b>773</b>	<b>28</b>

This process will enable both a higher degree of confidence in the figures and facilitate greater understanding about the type of provision that provides the greatest return on investment. Flexibility has also been built in to the Cissbury Lodge model to allow long-term placements if required.

Whilst some cost avoidance for each establishment will begin to be realised from the point of reopening, there will be a gradual build up to the full cost avoidance estimated. This will likely accrue gradually from years 1 to 2 as more children are supported in more appropriate placements. For all establishments there will also be a period of at least 3 months after the completion of all building works where the service will be paying for staff but waiting for Ofsted registration, as per their policy, which will lead to a further delay in the realisation of any cost avoidance. There is therefore a requirement for a bridging amount of £2m in the budget for the next financial year (2020/21) in order to cover this.

## 7 Next Steps

- Workstreams and the necessary programme governance are to be established to ensure the implementation of the strategy
- Submissions will be drafted to ensure that the timeline for any political and capital programme decisions are adhered to
- Dedicated programme and project management resources must be secured in order to ensure delivery against the proposed timeframes

# Appendix 1 – High-level programme plan

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr – Jun 2020	Jul – Sep 2020	Oct – Dec 2020
Members	Cabinet	Scrutiny	Member decision									
Cissbury Lodge	Approval for design funding	Design stage			Approval of full business case	Procurement / building works / Ofsted registration						
May House and Seaside	Approval for feasibility funding	Feasibility stage			Approval of design funding	Design / procurement / building works / Ofsted registration						
All phase 2 establishments											Feasibility stage	Design stage



## Appendix 2 - Risk implications and mitigations

Description	Impact	Mitigation
Recruitment and retention of staff.	Any significant impact on staffing either in terms of staffing numbers or staff satisfaction has the potential to delay the readiness of the safe re-opening and running of the residential service.	Implementation will include a well-planned staff engagement programme, the required support and training and development intervention with effective leadership and management.
Proposed Cissbury Lodge model found not to be cost effective.	Collecting new data on the current/incoming cohort may show that the proposed model is not the most cost-effective use of this establishment.	The model and cohort can be reworked based on new data, providing this is completed prior to committing to a building design.
Stakeholder scrutiny following the decision to close Cissbury Lodge.	Any delay or issues with the reopening of this establishment has the potential to impact negatively on the residential estate and the wider re-opening of previously closed services.	Engage with the lead for the parent and carer forum to ensure that thoughts and views are considered as part of the redesign. Continued and consistent engagement with the parents and carers to ensure that there is an open relationship.
Delay in approval of capital programme funding.	Submitting multiple business cases for different parts of the review programme (i.e. phases 1 and 2) will mean multiple decision points and a greater potential for delay in the release of funding.	Project manager to work closely with the capital programme team to identify the most appropriate and effective path for business cases to take.
Requirement to temporarily re-house children.	Whilst this is unnecessary for phase one and considered unlikely for phase two, there would be an increase in placement costs was this to be required.	Close monitoring of the impact of proposed designs by the project manager, along with involvement of operational managers.
Delay in building works.	The longer that homes remain closed, more children are being placed out of county, removing them unnecessarily from their families and increasing the cost to West Sussex.	Work closely with the MDC through a dedicated Council project manager to ensure the maintenance of momentum and to minimise any delay in building works.
Programme and project management resource requirement.	Slippage and minimal risk control will mean that the projects in the programme will not meet the time, quality and costs standards that are set out to be achieved via the review.	Closely monitor capacity of the programme team and escalate risks via the Strategic Residential Improvement Board.

### Appendix 3 – Case studies

Following the suspension of services one of the Council’s in-house children’s homes, three children have been followed to understand their progress. Since the closure, the situation within the three children’s families has broken down and these children, who previously received a shared care package, are now placed, or are in the process of being placed, out of county.

**Child A** – Would sleep three alternate nights a week within the home and spend the remaining nights between several family members’ homes. This ensured that the child’s family members who were involved in care were able to have a break and Child A looked forward to seeing each of them on their different days. Child A’s behaviour improved in all settings. The cost of the in-house placement was approximately £1,994.57 per week.

**Child B** - Was cared for three nights a week at the home, receiving an extra night each week during the holidays. Child B enjoyed their stays at the home and their behaviour and emotions improved as a result. Child B looked forward to going home and parents looked forward to seeing them. This package ensured that parents got a good break and that Child B was able to recharge, as they only slept well at the home. The approximate cost of the in-house placement was approximately £1,994.57 per week, increasing to £2,659.40 in the holidays.

**Child C** - Received two nights a week at the home. Although Child C’s package was new, it was working well with their family and enabled both to have a break from a busy home life. The approximate cost of the in-house placement was £1,328 per week.

A comparison of costs for both the in-house and new placements is shown below for each child.

<b>Child</b>	<b>In-house package</b>	<b>New placement package</b>	<b>Additional cost per week</b>	<b>Additional cost per year</b>
Child A*	£1,994.57	£6,200	£4,205	£218,682.36
Child B	£2,659.40	£4,998	£2,339	£121,607.20
Child C	£1,378	£5,589	£4,211	£218,972.00
<b>Total</b>	<b>£6,032</b>	<b>£16,787</b>	<b>£10,755</b>	<b>£559,261.56</b>

\*This is the estimated cost of a potential placement at the time of writing, as Child A has not yet been moved.

**Appendix 4 – Supporting data for the local context of services**

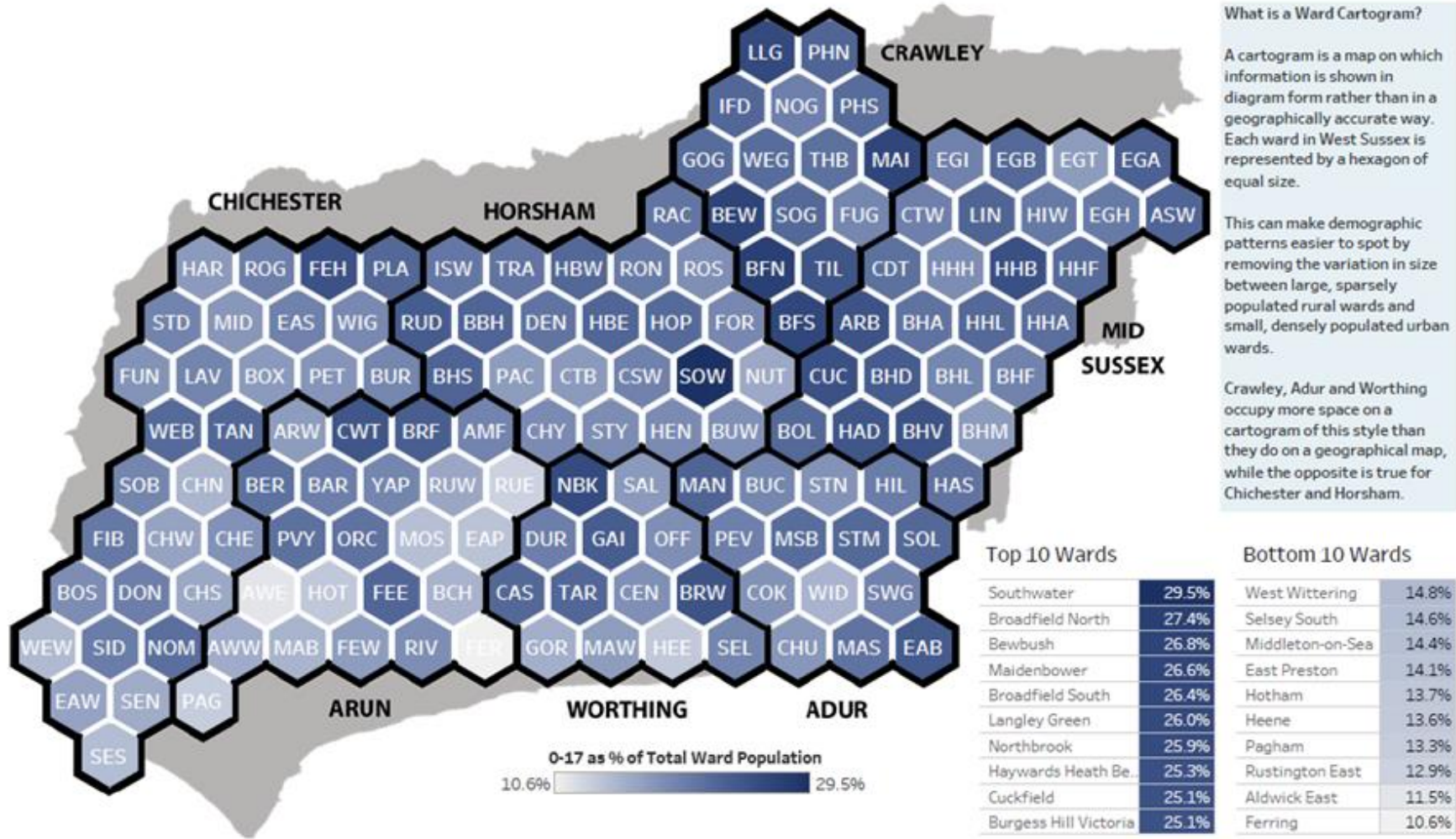
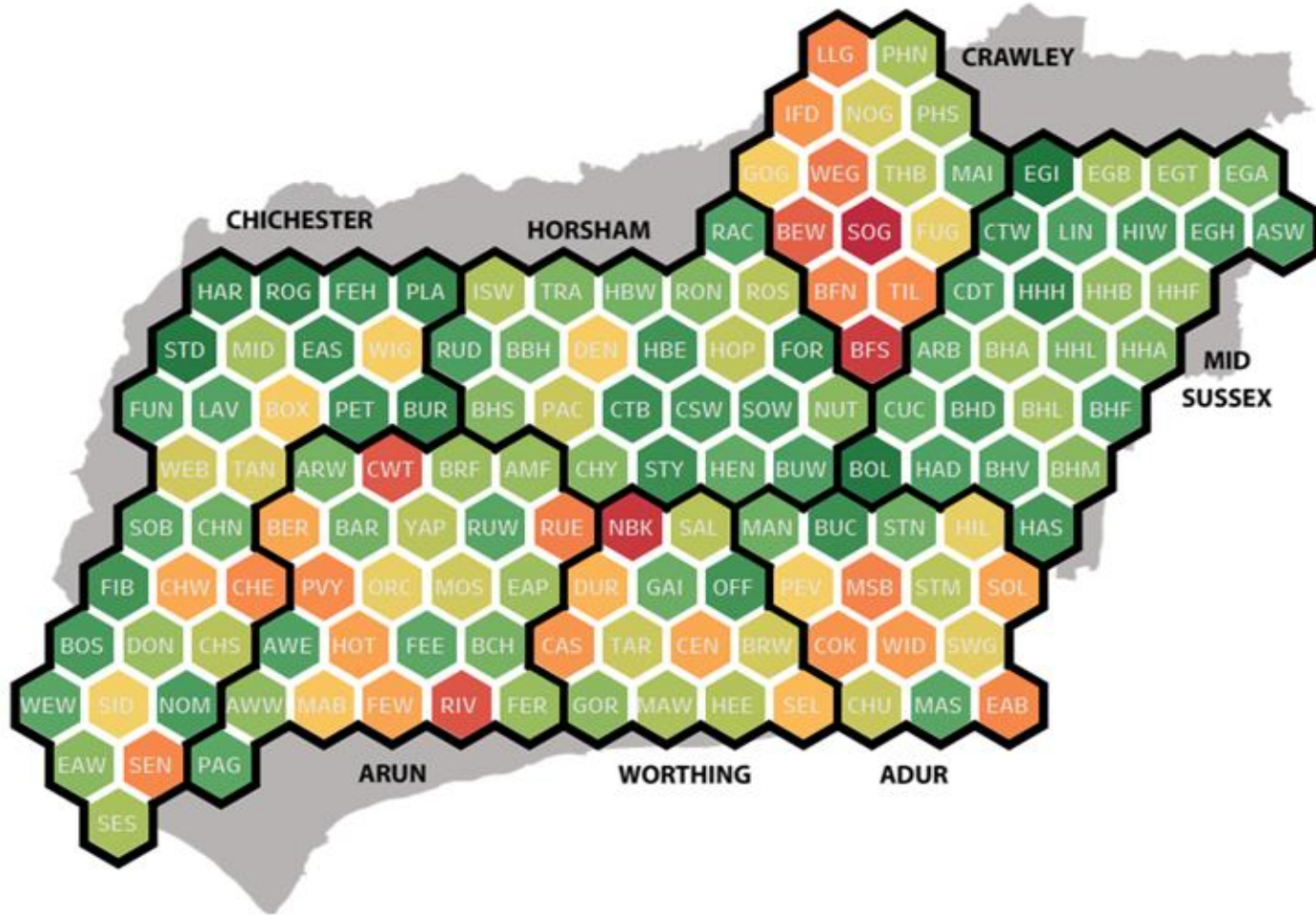


Figure 1. Ward cartogram based on the proportion of the population aged 0-17 within each West Sussex ward.



**10 wards with the highest rate**

Ward	District	Rate per 100
Southgate	CR	18.4
Northbrook	WO	17.6
Broadfield South	CR	17.4
River	AR	16.3
Courtwick with Toddington	AR	16.0
Bewbush	CR	15.5
West Green	CR	14.2
Rustington East	AR	13.8
Mash Barn	AD	13.6
Broadfield North	CR	13.5

**10 wards with the lowest rate**

Easebourne	CH	3.6
Forest	HO	3.5
Plaistow	CH	3.4
Harting	CH	3.2
Haywards Heath Heath	MS	3.1
Bury	CH	3.0
Rogate	CH	2.8
Stedham	CH	2.4
Bolney	MS	2.3
East Grinstead Imberhorne	MS	2.1

Figure 2. Ward cartogram based on the rate of referral to children's services per 100 children within each West Sussex ward

<b>Children and Young People's Services Select Committee</b>
<b>11 September 2019</b>
<b>Creation of a Regional Adoption Agency (RAA)</b>
<b>Report by Director of Children's Services</b>

### **Summary**

To provide context and recommendations concerning the creation of a regional adoption agency (RAA), Adoption South East (ASE). The proposal is that West Sussex, Brighton and Hove, East Sussex and Surrey work together as a Regional Adoption Agency, Adoption South East, to provide adoption services for children and adults across the region from April 2020.

### **The focus for scrutiny**

The Committee is asked to consider the attached draft Cabinet Member decision report and provide comment to the Cabinet Member for Children and Young People prior to the formal decisions being taken in September 2019.

### **Proposal**

#### **1. Background and Context**

- 1.1 Adoption - a Vision for Change' was published by the Department for Education (DfE) in 2016, with supporting legislation directing local authorities to form or join RAAs. Given well performing adoption services the 4 Directors from West Sussex, East Sussex, Surrey County Councils and Brighton and Hove City Council agreed to explore regionalisation at a future date, taking account of regional needs and geography.
- 1.2 In order to improve outcomes for children in care, the Coalition Government introduced *An Action Plan for Adoption: tackling delay* with legislative changes to the monitoring of the adoption process through an Adoption Scorecard. This set targets for local authorities to speed up the adoption process. In many authorities, those targets have not been met and the speed of adoption remains a local corporate parent and central government concern. The subsequent DfE paper, *Regionalising Adoption* proposed the move to regional adoption agencies in order to:
- Speed up matching
  - Improve adopter recruitment and adoption support
  - Reduce costs
  - Improve the life chances of vulnerable children.

- 1.2 In October 2017, local authorities were advised of ministerial resolve to complete regionalisation by April 2020, prompting a successful application for grant funding, supporting subsequent project work.
- 1.3 By May 2019, half of local authorities were already part of live RAAs, with remaining projects working to going live by April 2020.

## **2. Proposal**

- 2.1 An RAA to be known as Adoption South East (ASE) is formed between Brighton and Hove City Council and East Sussex, Surrey and West Sussex County Councils.
- 2.2 Delegated responsibility is given to the Director of Children's Services and Lead Member to enter into a Member's Agreement with the above councils.
- 2.3 Approval for transfer of the adoption service budget to the RAA from April 2020.

## **3. Resources**

- 3.1 The Cabinet Member decision report sets out the resource implications; please see Appendix A.

## **Factors taken into account**

### **4. Issues for consideration by the Select Committee**

- 4.1 The Committee is asked consider the attached draft Cabinet Member decision report, which has been informed by a period of engagement with stakeholders. Issues members may wish to explore include;
  - a) The effectiveness of the consultation/engagement process with stakeholders and service users.
- 4.2 Stakeholder engagement events have been held with staff with feedback demonstrating enthusiasm for developing closer working, but also understandable anxieties about change. Adopter Champions are supporting consultation with adopters/prospective adopters acting as a bridge between the RAA project and service users to develop an engagement strategy. Directors were unanimous in recommending that the RAA should involve minimal change to employment arrangements for approximately 100 staff. It is therefore proposed that adoption service staff will remain employed by sovereign councils on existing terms and conditions, and when vacancies arise in the future these would be recruited to by the sovereign council where the position arises. Human Resource (HR) advice confirms staff may be managed on a day to day basis by colleagues employed by another local authority, subject to the partnership agreement. HR support would be

provided by Orbis for East Sussex County Council and Brighton and Hove Council employees, and West Sussex and Surrey County Councils would be supported by their own HR departments.

- b) What the consultation analysis tells us and how it should inform the decision-making process. How have responses differed (e.g. service users, service providers, district/borough councils)
- 4.3 A partnership (Orbis style) model was considered. However this would not confer legal entity status unless established as a Local Government Trading Company. Adopting a Voluntary Adoption Agency (VAA) hosted model was discounted given limited VAA presence across the region, meaning the recommendation is that the RAA is hosted by one of the local authorities on behalf of the 4 members. Given stable senior management and corporate services it is recommended East Sussex is well placed to host, for which a charge would apply to the RAA.
- 4.4 West Sussex HR are consulting with senior managers from the Fostering and Adoption Service; this is because currently post adoption support is undertaken by the Special Guardianship and Adoption Support Team which provides Special Guardianship support alongside Adoption Support. There is a need to 'disaggregate' this team with part of the current team moving to the RAA and part remaining within the local authority.
- c) The County Council's statutory responsibilities and those of partners and other agencies, and how these have informed the proposals.
- 4.5 Statutory responsibilities for looked after children would continue to be held by the member local authorities, with family finding undertaken by the RAA which would also undertake adopter recruitment, assessment and support.
- 4.6 The RAA would also provide post adoption support services and offer a non-agency adoption service, in accordance with a detailed service specification.
- d) What impact assessment has been carried out and any planned mitigations, bearing in mind the Councils public sector equality duty and other responsibilities identified in the decision reports.
- 4.7 A preliminary equality impact assessment has been completed by Suzanne Chambers; Adoption South East Project Lead.
- 4.8 Some West Sussex staff will not transfer to ASE as some resource for Special Guardianship support is required to remain within the local authority. Some West Sussex staff may not transfer to ASE if there are not like for like job descriptions, or if there are fewer jobs in ASE than in the current WS structure.
- e) Timetable for delivery of proposals.
- 4.9 A Head of Service would be recruited (by East Sussex County Council) from September 2019 to shape service design and delivery. This post (and any related support) would be funded by the RAA and the Head of Service would

be jointly accountable to the 4 member authorities through the Executive Board.

4.10 The RAA is scheduled to go live on 1<sup>st</sup> April 2020; the plan is for adoption recruitment and assessment, alongside the core offer for post adoption support, to work uniformly across ASE from this date, with plans for continuing the post adoption offer as phase 2.

f) Plans to monitor the impact of the proposals to include service users, their families and carers and current service providers.

4.11 The adopter champions will continue their engagement with service users and report back to Project and Executive Boards for RAA. Continued staff engagement events across the RAA are planned. There are monthly staff bulletins shared with the staff groups. For West Sussex, senior managers are working together with HR to ensure that a clear timeline for decisions for Special Guardianship and Adoption Support staff is provided.

g) Plans for future partnership working with strategic partners.

4.12 A full RAA service structure would be agreed following in principle approval. Service structure is currently under discussion between Project Board and Executive Board with view to a decision at the end of September 2019.

## **5. Consultation**

5.1 Proposals have been published in the County Council's Forward Plan of Key Decisions and each of the draft Cabinet Member reports sets out the methodology and process of engagement with stakeholders and elected members.

## **6. Risk Management Implications/Other Options Considered/Equality Duty/Social Value/Crime Disorder Implications/Human Rights Implications**

6.1 These sub headings are addressed in the individual draft Cabinet Member decision report (Appendix A).

### **Kim Curry**

Executive Director People Services

### **John Readman**

Director of Children's Services

### **Contact: Wendy Wood**

Group Manager, Adoption and Permanent Placement Support



<b>Cabinet Member for Children and Young People</b>	<b>Ref No:</b>
<b>September 2019</b>	<b>Key Decision: Yes</b>
<b>Formation of a Regional Adoption Agency</b>	<b>Part I</b>
<b>Report by Director of Children's Services</b>	<b>Electoral Divisions: All</b>
<p><b>Summary</b></p> <p>In June 2015 the Department for Education (DfE) published a paper, Regionalising Adoption, which proposed the move to regional adoption agencies in order to:</p> <ul style="list-style-type: none"> <li>• Speed up matching between children and adopters</li> <li>• Improve adopter recruitment and adoption support</li> <li>• Reduce costs</li> <li>• Improve the life chances of vulnerable children.</li> </ul> <p>Since this time West Sussex County Council, in conjunction with Brighton and Hove City Council, East Sussex and Surrey County Councils has developed a proposal to deliver its adoption services via a Regional Adoption Agency (RAA), Adoption South East (ASE). In October 2017 local authorities were advised of continued ministerial resolve to complete regionalisation by April 2020. The Adoption South East arrangement now requires formalising to meet the Government's expectation that all local authorities become part of a RAA by April 2020.</p>	
<p><b>West Sussex Plan: Policy Impact and Context</b></p> <p>The establishment of a RAA will improve outcomes for children with adoption care plans by providing a greater pool of adopters to meet children's needs, with the opportunity of earlier matching and placing children locally. This will reduce costly and more risky interagency adoption placements for children. Collaboration as Adoption South East will provide improved recruitment, assessment and support to prospective and approved adopter households.</p>	
<p><b>Financial Impact</b></p> <p>Work is ongoing to finalise the financial arrangements for the RAA. The current assumption is that Local Authority contributions would be no more than the existing budget for RAA 'in- scope' activity, which for West Sussex is the annual budget of £1.8m in 2019/20.</p>	
<p><b>Recommendations</b></p> <p>The Cabinet Member for Children and Young People is asked to:</p> <ol style="list-style-type: none"> <li>1. Approve the establishment of and West Sussex County Council's participation in a Regional Adoption Agency (RAA), to be known as Adoption South East (ASE), in partnership with Brighton and Hove City Council, and East Sussex and Surrey County Councils as described in this report.</li> <li>2. Delegate authority to the Director of Children's Services to take any action necessary or incidental to the above including entering into and signing the</li> </ol>	

Partnership Agreement and any other agreement between the participating Authorities in order for the Regional Adoption arrangement to be implemented by April 2020.

3. Delegates authority to the Director of Children's Services in consultation with the Director of Finance and Support Services to determine and agree the transfer of the County Council's contribution to a pooled RAA budget as set out in this report and to settle arrangements for the pooled budget through the Partnership Agreement.

## Proposal

### 1. Background and Context

- 1.1 Adoption is a way of providing new families for children who cannot be brought up by their biological parents. It is an irreversible legal process in which all parental rights and responsibilities are transferred to the adoptive family.
- 1.2 Successive governments have raised concerns that children in care are more likely to be unemployed, to experience mental health problems, to become homeless and to have their own children removed from them. It should be noted that children in care often arrive in care with significant issues that contribute to poor outcomes; however, a poor care experience can exacerbate rather than remedy these issues. Conversely, a well-matched, timely adoptive placement can make a significant and positive difference to the long-term outcomes of children.
- 1.3 In order to improve outcomes for children in care, the Coalition Government introduced *An Action Plan for Adoption: tackling delay* [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/180250/action\\_plan\\_for\\_adoption.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180250/action_plan_for_adoption.pdf) with legislative changes to the monitoring of the adoption process through an Adoption Scorecard. This set targets for Local Authorities to speed up the adoption process. In many authorities, those targets have not been met and the speed of adoption remains a local corporate parent and central government concern. The subsequent Department for Education (DfE) paper, *Regionalising Adoption* [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/437128/Regionalising\\_adoption.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/437128/Regionalising_adoption.pdf) proposed the move to regional adoption agencies, in order to:
  - Speed up matching
  - Improve adopter recruitment and adoption support
  - Reduce costs
  - Improve the life chances of vulnerable children.
- 1.4 As well as placing children for adoption, local authority adoption functions also include recruiting, assessing and advising potential adopters and providing post adoption support as required for children and adopters. There

is also a duty of support for families coming into West Sussex who are adopters and adoptees from other areas of the country.

- 1.5 In response to the Action Plan for Adoption West Sussex County Council, in conjunction with Brighton and Hove City Council, East Sussex and Surrey County Councils has developed a proposal to deliver its adoption services via a RAA. The Government has a power through the Education and Adoption Act 2016 to direct a Local Authority to join a Regionalised Adoption Agency if it has not done so by 2020.

## **2. Proposal Details**

- 2.1 The proposal is that the 4 authorities work together as Regional Adoption Agency, Adoption South East, to provide adoption services for children and adults from April 2020.
- 2.2 The partnership between the four local authorities has developed since 2015, with strong foundations at senior management and operational levels. Each of the four authorities has well performing adoption services and strong relationships were forged in a previous local consortium approach to adoption services. Building on this, discussions at Director of Children's Services level commenced at an early stage between the four authorities to explore regionalisation at a future date, taking account of the specific needs and geography of the proposed region.
- 2.3 In October 2017 local authorities were advised of continued ministerial resolve to complete regionalisation by April 2020. By this time the first RAAs had gone live, enabling learning from the new agencies about the challenges of integrating services and the emerging benefits of working together, prompting a proposal for the formation of Adoption South East to be submitted to the Department for Education. This was successful, securing grant funding to support further project work. As at May 2019 half of local authorities nationally are already part of live RAAs, with local authorities involved in remaining projects working to go live by April 2020.
- 2.4 A Project Board of operational Adoption Managers from each of the four authorities was established in 2016. Its remit was initially to consider the pros and cons of forming an RAA and later, following receipt of grant funding, this has moved to undertaking the necessary preparatory work for implementation.
- 2.5 Informed by the project work, the proposed arrangements for the formation of the RAA have been developed to demonstrate that the optimum way of delivering services within a RAA is through a Hub and Spoke operating model. This means that most adoption functions will sit within the current local authorities (spokes), with some aspects being managed centrally (hub) This conclusion has arisen from consideration of various options and learning from live RAAs. Taking all of this into account, there is confidence across the Authorities that the RAA can be successfully delivered with minimal disruption to staff, within existing budgets and without diminution of service quality.

- 2.6 The requirement is for the regional agency to operate either as a stand-alone legal entity or through one of the partners acting as 'host' authority with some services provided by the host and others through the partners. Adopting this 'hub and spoke' approach (with spokes in each Local Authority) would meet the requirements for a regional agency, support centralisation of some administrative activities, whilst allowing service users to continue to access services locally- which is important given the size of the proposed region. Staff would remain in their current locations and remain with the same employing local authority.
- 2.7 The RAA would increase placement choice for children and support early permanence, benefitting children and releasing resources (notably foster placements) with the additional benefit of reduced inter agency spend which is currently payable if matched adoptive families are approved by another agency.
- 2.8 Creating a comprehensive ASE support offer for adoptive families would be a longer-term objective; however, some initiatives by partner authorities could be scaled up at relatively little cost in the short term.
- 2.9 A large service would promote service resilience, providing opportunities for staff development and making staff turnover easier to manage. The number of children placed for adoption by the four local authorities is within the suggested envelope of around 200 for bringing services together as a RAA.
- 2.10 One of the four authorities is required to act as host; East Sussex County Council is well placed to act as host and has offered to do so, this offer is supported by the other three Local Authorities.
- 2.11 As the host, East Sussex County Council would act as the service contracting body on behalf of the RAA. Finance and additional corporate support to the RAA would include commissioning and maintaining a RAA case management system and provision of Information Governance and Legal Services (critically, providing legal advice with respect to the RAA's role as an approving body for prospective adopters.) Senior management support would also be provided by East Sussex County Council, who will lead the recruitment process for a Head of Service for the RAA (a new position, to be offered on East Sussex County Council Terms and Conditions and funded from the RAA budget.). The Head of Service will shape service design and delivery in the lead up to 'go live' and will be accountable to the 4 partner authorities through the Executive Board.
- 2.12 East Sussex County Council would be funded from the RAA pooled budget for the costs incurred as the host. It is expected that the hosting costs would be reasonably modest given that accommodation and facilities costs for staff would continue to be met by the individual local authorities (given that the RAA spokes will be located within the Local Authorities.)
- 2.13 Statutory responsibilities for looked after children with adoption plans would continue to be carried out by the four Local Authorities, including agency

decision making with respect of children's adoption plans and matching with an adoptive family (meaning that the required legal advice provided to support agency decisions would be obtained by the local authority with responsibility for the child.)

- 2.14 Family finding would be undertaken by the RAA, which would also undertake adopter recruitment, assessment and support. The RAA would additionally provide post adoption support services and offer a non-agency adoption service to applicants adopting a step child, relative or a child adopted from overseas.
- 2.15 The Hub would be the strategic and business centre for the RAA, geographically based in East Sussex, albeit the number of people physically located together in the hub would be minimal-notably the Head of Service, business support and finance. The majority of the RAA's staff will be based in 3 spoke(with one spoke each for West Sussex and Surrey and one for East Sussex and Brighton and Hove combined). Each spoke will provide case work to service users, notably social work assessments of prospective adopters, family finding for children with adoption plans and adoption support-with locally based managers overseeing this work. In addition, some elements of service delivery might be undertaken by workers based in a spoke, on behalf of the whole RAA e.g. provision of adopter training, matching meetings and adoption panels. These would be services that can be accessed by children and families irrespective of where they live within the region. As such some workers will have both hub and spoke functions to perform (See Annex 1.) A detailed RAA service structure would be agreed following appointment of a Head of Service, however Annex 2 indicates the relationship between the proposed RAA, the LAs and other partners as well as showing the role of the hub and the spokes.
- 2.16 An Executive Board of Directors and Assistant Directors of Children's Services, chaired by the Director of Children's Services in East Sussex is charged with setting direction and allocating resources.
- 2.17 In addition a Project Board of operational adoption managers and additional project support is chaired at present by the Project Lead, seconded from the role of Adoption Service Manager for Surrey County Council. Chairing will move to the new Head of Service once appointed. The chair of the Project Board / Head of Service reports to the chair of the Executive Board.
- 2.18 With future governance in mind, it is proposed that the Executive Board oversees the Strategic Partnership and direction of travel as set out in an annual RAA Business Plan in order to comply with the duties placed on local authorities to monitor the provision of adoption services.
- 2.19 The Partnership Agreement will set out the detail for the RAA, making provision for the Head of Service to make day to day operational decisions, and reserve strategic decision making to the Executive Board.

### **3. Consultation**

#### **3.1 Members**

Corporate Parenting Panel – since work commenced on the proposal to deliver adoption services via a RAA the Panel has been kept updated on the development as part of their consideration of the annual adoption report. The most recent report was provided to the Panel on the 5<sup>th</sup> June 2019. The annual adoption reports are also accessible to all Members via the Members Information Network.

Children and Young People's Services Select Committee – the proposed decision was previewed by the Children and Young People's Select Committee at the meeting on 11 September 2019. The Committee (*add in outcome of Committee after the meeting*).

*Members of Adoption Panels will also be consulted in relation to the work of the panels and how roles may be affected by the proposed changes and the future plans for discharging adoption agency responsibilities through the regional arrangements.*

#### **3.2 External**

Two adopter champions are engaged by ASE; they are supporting consultation with adopters/prospective adopters, acting as a bridge between the RAA project and service users to develop an engagement strategy.

#### **3.3 Internal**

Stakeholder engagement events have been held with staff on 16.07.18 and 21.05.19, with the next event planned for 12<sup>th</sup> November 2019. The feedback demonstrated enthusiasm for developing closer working but also understandable anxieties about change. There have also been early discussions with Unison and this will continue as the staffing implications are developed and further work on role allocations is undertaken through the work leading to the Partnership Agreement.

### **4. Financial (revenue and capital) and Resource Implications**

*(delete if no financial - revenue/capital impact)*

4.1 There are no changes to the revenue budget expected as a result of this proposal. The existing budget of £1.8m would be pooled as part of the RAA arrangements.

4.2 *The effect of the proposal*

4.2.1 The funding of the pooled budget, the sharing of risks and the modelling of contributions will be further worked up through the partnership agreement. However, the following points represent the current proposals –

4.2.2 As host, East Sussex County Council would manage the pooled budget arrangements. Work is ongoing to finalise the financial arrangements for the RAA, including discussions with existing RAAs in order to test assumptions.

However, the partners are working on the assumption that the contributions would be no more than the existing budget for RAA 'in- scope' activity. The total revenue budget in scope across the RAA is likely to be in the region of £5.6m, of which the contribution from West Sussex represents 32%. This percentage is derived from our share of adoption activity across the RAA.

- 4.2.3 The proposal is that the budget assumptions for the pooled RAA budget will be built into the partnership agreement and will include provision for an annual uplift of staff costs, in line with inflation.
- 4.2.4 The basis for assignment of additional costs (and reimbursement in the event of underspend) will also be set out in detail in the partnership agreement. A draft flowchart showing how this might work is shown in appendix 3.
- 4.2.5 The financial risk is considered low as, under the pooling arrangement, it would be limited to the proportionate share of any overspend from the RAA, i.e. similar to the current financial risk of this activity through budget monitoring process.

#### 4.3 *Future transformation, savings/efficiencies being delivered*

- 4.3.1 There is an expectation, but not currently a planning assumption, that forming the RAA will deliver efficiencies in the medium to long term, thereby also potentially reducing any financial risk to the partners.
- 4.3.2 If final planning work shows that the RAA cannot be implemented within the existing budget envelope, discussion will be required as to whether changes need to be made in relation to the proposals.

#### 4.4 *Human Resources, IT and Assets Impact*

- 4.4.1 The proposal is for all ASE agencies to use the same IT system for shared ASE work where feasible but that each partner will maintain current systems for their own activities. There are significant IT implications and timescales are short, though most of the burden falls to ESCC, who will lead the discovery and design phase with in-house resource (analysts, business partner, architects), however these will need points liaison with equivalent subject experts from WSCC and its IT outsourced provider. Once the business operating model is better understood the design of data flows and supporting systems and infrastructure can be started. We have consulted with the County Council agreed that the IT Client team and they will lead on IT input until such time as business requirements are clear, from then the project will then move into a delivery phase which will attract a cost. It is anticipated that setup costs can be funded through a draw-down of funding made available for the set-up of the RAA.
- 4.4.2 The proposal is that the RAA should involve minimal change to employment arrangements for approximately 100 staff. It is therefore proposed that adoption service staff will remain employed by their current employing councils, on existing terms and conditions and, when vacancies arise in the future, these would be recruited to by the council where the position arises.

is that 'there is likely to be a need for some matrix management and streamlining of practices as staff across all partners work together'. HR support would be provided by the shared service partnership (Orbis) for East Sussex County Council and Brighton and Hove Council employees, and West Sussex and Surrey County Councils would be supported by their own HR departments.

## **5. Legal Implications**

5.1 The Council's principal functions in relation to adoption services are set out in the Adoption and Children Act 2002 (ACA 2002). Section 3 (*Maintenance of Adoption Service*) ACA 2002 requires the Council to maintain within its area adoption services designed to meet the needs of:

- a) children who may be adopted, their parents and guardians;
- b) persons wishing to adopt a child; and
- c) adopted persons, their parents, natural parents and former guardians; and for this purpose, must provide requisite facilities.

Regulation 5 (*Arrangement for securing provision of services*) of the Adoption Support Services Regulation 2005, permits the Council to secure the provision of adoption support services by another local authority.

5.2 The Local Authorities (Arrangements for the Discharge of Functions) (England) Regulations 2012 enables the Council to arrange for the Council's adoption services functions to be discharged by another local authority.

5.3 Although these functions can be delegated to the RAA, the Council would still retain its overall statutory duty to maintain within its area an adoption service as defined in the ACA 2002.

5.4 Section 15 of the Education and Adoption Act 2016 ("*Local authority adoption functions: joint arrangements*") provides the Secretary of State with the power to direct the transfer of adoption functions of a local authority to another local authority or to one or more other adoption agencies. The functions specified are:

- the recruitment of persons as prospective adopters;
- the assessment of prospective adopters' suitability to adopt a child;
- the approval of prospective adopters as suitable to adopt a child;
- decisions as to whether a particular child should be placed for adoption with a particular prospective adopter; and
- the provision of adoption support services.

The proposal meets these requirements.

5.5 Adoption South East will be subject to a Partnership Agreement between the four participating authorities. The terms of the Agreement are yet to be agreed but will include the duration of the agreement, appointment of East Sussex as the Host Authority, delegation of adoption functions and services,



annual strategic plan, financial arrangements and contributions, staffing arrangements, and governance arrangements.

## 6. Risk Implications and Mitigations

The potential implications are as follows:

Risk	Mitigating Action (in place or planned)
That the proposal will not meet the statutory requirements.	Care will be taken to secure advice and to build a partnership agreement which addresses the requirements.
That the arrangements may not be ready by the required date of April 2020.	The project team will maintain controls over the project timeline overseen by the Executive Board.
That the desired service benefits of the proposal may not be realised.	These will be monitored as the service is implemented and the reporting and accountability lines will focus on the work required to demonstrate benefit realisation.
That the arrangements and support services for delivering and managing the service through a hub and spoke model are too complex to maintain.	The project team will work with IT, HR and other advisers to identify service needs and fully scope solutions to such risks.
That the planned size and management of the pooled budget are not sustainable in keeping costs under control or in achieving savings.	The Partnership Agreement will address the actions required to manage such risks which will be overseen by the Executive Board.
IT Setup is more complex than expected, leading to higher cost and delay	Attempt to define business functions and process flows early to enable an IT cost estimate to be provided alongside an detailed implementation plan, enabling early draw-down of appropriate funding.
On-going support budget is not available.	Following completion of set up activity make an estimate of running costs and make appropriate budget provision from the existing service revenue budget.

## 7. Other Options Considered (and reasons for not proposing)

- 7.1 A partnership model was considered initially for the RAA, however this would not confer legal entity status unless established as a Local Government Trading Company (which would incur start-up costs.) In accordance with

Government expectations, the RAA needs to be a stand-alone legal entity or to be hosted by one authority in order to contract with other parties.

- 7.2 Adopting a Voluntary Adoption Agency (VAA) hosted model was discounted given the limited VAA presence across the region. Instead the recommendation is that the RAA is hosted by one of the local authorities, on behalf of the four partners.

## **8. Equality and Human Rights Assessment**

- 8.1 A preliminary review was undertaken in relation to the need for an Equality Impact Assessment. At this stage the proposals are for administrative arrangements and service structure across boundaries and do not have any implications for service changes that could have any impact for service users with protected characteristics. Equality impact in relation to staffing changes will be assessed as the detailed work is followed through in relation to the implementation of the proposal.

## **9. Social Value and Sustainability Assessment**

- 9.1 Working as part of a RAA will be of social value to West Sussex children with adoption care plans, in providing greater placement choice more locally, especially for children who would previously have been placed further afield, including:
- Children with special needs
  - Children from black and minority ethnic backgrounds
  - Older children
  - Sibling groups
- 9.2 This increases the opportunity for longevity of adoption placements by placing them with adopters from trusted and known partner agencies. It will mean that some children will travel less distance in introductions as they are placed more locally, which in turn means fewer miles travelled by West Sussex social workers and reviewing officers.
- 9.3 The formation of a RAA will dispense with the interagency fees for any adoption placements made between its 4 member agencies, and will increase the potential for selling adopter households to agencies outside of the RAA

## **10. Crime and Disorder Reduction Assessment**

None

**Kim Curry**  
Executive Director, People Services

**John Readman**  
Director of Children's Services

**Contact Officer:** Wendy Wood, Group Manager, Adoption and Permanent Placement Support 033 022 25340

### **Appendices**

Appendix 1: Roles and responsibilities of the RAA and the LAs

Appendix 2: RAA preferred model

Appendix 3: Decision making tree for allocation of share of overspend or refund in the event of budget surplus

**Background papers** None

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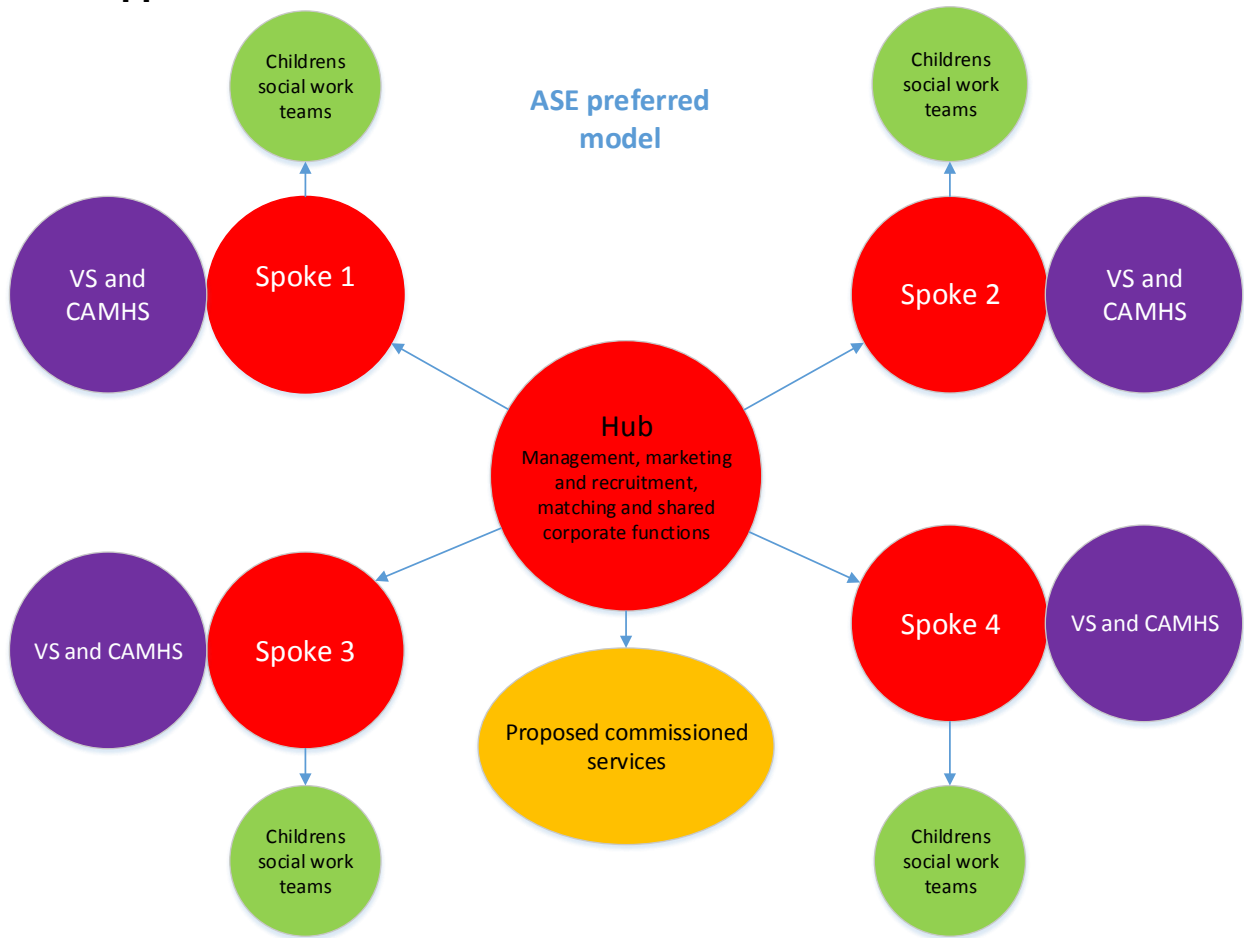
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**Appendix 1: Roles and responsibilities of the RAA and the Local Authorities**

<b>Delivery body</b>	<b>Function</b>
<b>ASE Hub</b>	<ul style="list-style-type: none"> <li>• Management of RAA-Head of Service</li> <li>• Business Support management</li> <li>• Managing RAA budget</li> <li>• Adopter enquiries and initial stage</li> <li>• Co-ordination of adopter training</li> <li>• Overview of Children with adoption plans/ early permanence</li> <li>• Matching processes</li> <li>• Co-ordination of adoption panels across the region</li> <li>• Agency decisions (Adopters)</li> <li>• Post order strategy and commissioning</li> <li>• ASE policies and procedures</li> <li>• Participation and Customer feedback.</li> </ul>
<b>ASE Spokes (x4)</b>	<ul style="list-style-type: none"> <li>• Adopter assessment</li> <li>• Family finding</li> <li>• Adoption Support, including birth records counselling, intermediary, Birth relatives</li> <li>• Non agency adoption</li> <li>• Contact-direct/post box</li> <li>• <b>Support to the spokes provided by sovereign LAs</b></li> <li>• Facilities/property services</li> <li>• IT equipment and support for LA systems</li> <li>• HR and payroll</li> <li>• Learning and development</li> </ul>
<b>Local authority functions</b>	<ul style="list-style-type: none"> <li>• Responsible person</li> <li>• Adoption plan/ Annual Agency report</li> <li>• Case holding children with adoption plans</li> <li>• Permanence and care planning for children</li> <li>• Agency decisions (child)</li> <li>• Life story work/ direct work with child (pre order)</li> <li>• Funding adoption plans (allowances/set up costs/legal fees)</li> </ul>
<b>LA Partnerships</b>	<ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Virtual School</li> </ul>
<b>Commissioned services from VAAs</b>	<ul style="list-style-type: none"> <li>• Inter country adoption</li> <li>• Inter-Agency Placements</li> <li>• Commissioned Adoption Support</li> </ul>

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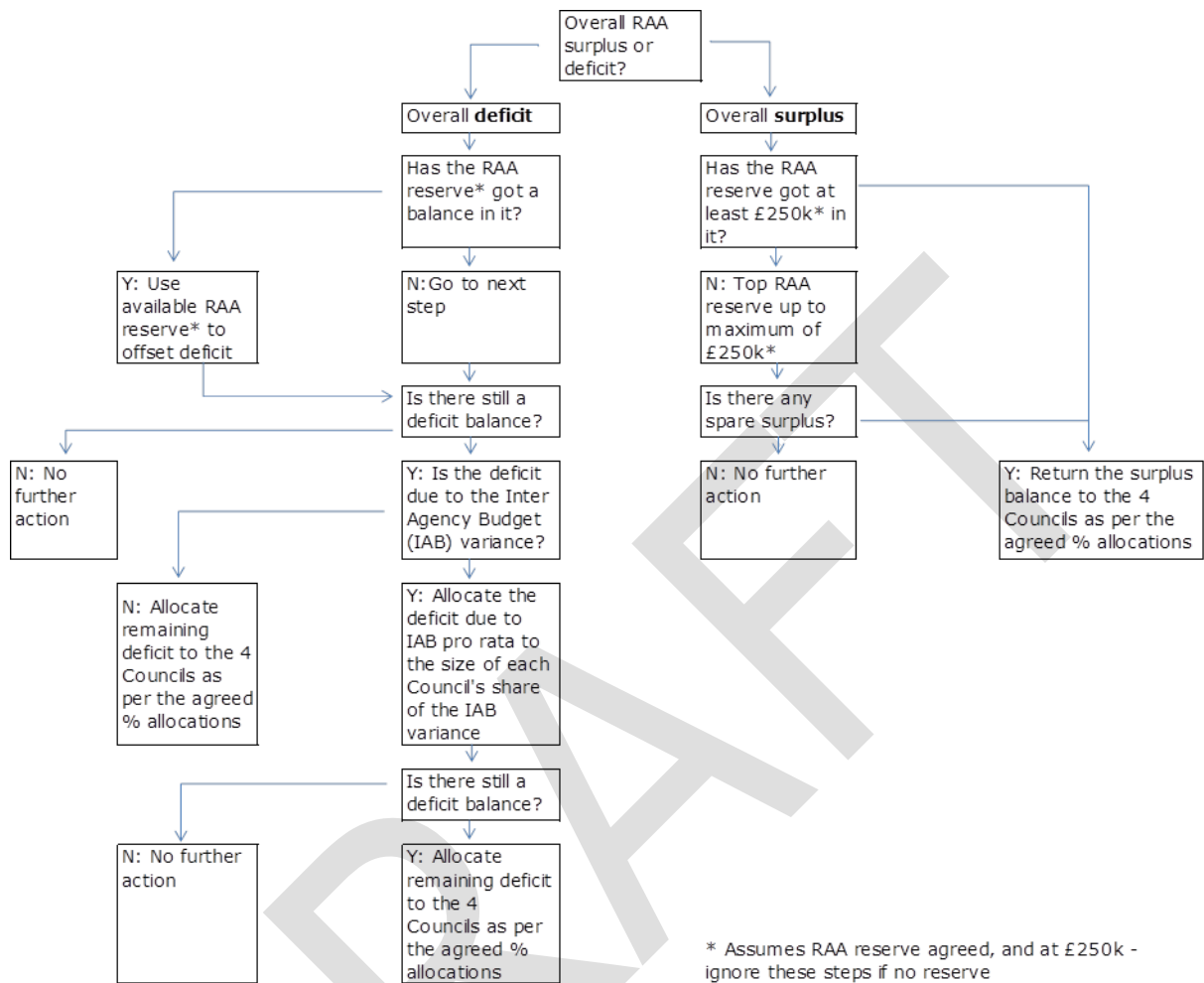
**Appendix 2**



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**Appendix 3: Decision making tree for allocation of share of overspend or refund in the event of budget surplus**



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## **Children and Young People's Services Select Committee**

**11 September 2019**

### **Children and Young People's Services Select Committee Business Planning Group**

#### **Report by the Chairman of the Business Planning Group**

##### **Executive Summary**

Each Select Committee has a Business Planning Group (BPG) to oversee the Committee's work programme and prioritise issues for consideration by the Committee. This report provides an update of the last meeting of the outgoing BPG held on 8 July 2019, setting out the key issues discussed.

##### **The Focus for Scrutiny**

1. The Committee is asked to consider the contents of the report.

#### **1. Declarations of Interest**

- 1.1 Mr High declared a personal interest as a member of his family has an Education, Health and Care Plan.

#### **2. Background/Context**

- 2.1 The BPG met on 8 July 2019. All members were present.

#### **3. Education and Skills Update**

- 3.1 Members received an update on small schools and the SEND strategy, both of which were scheduled for the 11 September meeting of the Select Committee. It was agreed that the member day on 4 December on school admissions and placements was welcome, and that admissions should be added to the item on 23 October for the Committee.

#### **4. Children and Family Services Update**

- 4.1 An update was provided on the improvement plan, including the member briefing on 17 July. Members discussed the best ways to monitor and gather evidence for future scrutiny work, and structure meetings. This would include an overview report, appropriate decision reports, progress on recommendations, thematic meetings and a strong evidence base. It was also important to complement, rather than duplicate work by the Corporate Parenting Panel. Conditions of success, such as staff, leadership or technology, could also be considered.
- 4.2 In terms of performance, members requested a traffic light report on all twelve recommendations, to be presented at each Business Planning Group meeting.

**5. Feedback from Performance and Finance Select Committee**

- 5.1 Members considered requests from the Performance and Finance Committee following its November 2018 and March 2019 meetings. Updates will be provided to BPG members virtually, for a decision as to whether further scrutiny was required.

**6. Contract Management**

- 6.1 Members considered the report which provided information on the contacts that had been identified as strategic and business critical, which were relevant to the BPG's corporate priority themes in the West Sussex Plan. This would be reported to the meeting on a bi-annual basis. Members expressed concern on free school meals, and asked for an update on the contingency planning that had taken place in light of Brexit on all contracts.

**7. Work Programme Planning**

**7.1 Forward Plan**

- 7.1.1 No proposed decisions were identified for scrutiny.

**7.2 Agree the work programme for the coming year and plan the September and October meeting**

- 7.2.1 The BPG agreed the Committee's work programme as at appendix A.

- 7.2.2 Members requested that a scoping report be developed on 1001 Critical Days as a potential Task and Finish Group.

**8. Implications**

- 8.1 There are no resource, risk management, Crime and Disorder Act or Human Rights Act implications arising directly from this report. However, many of the substantive reports to the Committee will have some implications and an Equality Impact Report will be included in appropriate substantive reports to the Committee.

**Paul High**

Chairman

Children and Young People's Services Select Committee Business Planning Group

Contact: Natalie Jones-Punch - Assistant Democratic Services Officer – 0330 222 5098

**Background Papers:** None

**Appendix A** – Work Programme for Children and Young People's Services Select Committee.

**Children and Young People's Services Select Committee Work Programme – January 2020**

<b>Select Committee Meeting Date</b>	<b>Subject/Theme</b>	<b>Objectives/Comments</b>	<b>Key Contacts</b>
<p align="center"><b>11<sup>th</sup> September 2019</b></p> <p align="center"><b>10.30am</b></p>	SEND and Inclusion Strategy		Helen Johns, Paul Wagstaff
	Children's In-house Residential Service Strategy		Catherine Galvin, Kim Curry
	Regional Adoption Agency		Wendy Wood
	Small Schools Assessment		Paul Wagstaff
	Children First Improvement Plan Update		John Readman
<p align="center"><b>23<sup>rd</sup> October 2019</b></p> <p align="center"><b>10.30am</b></p>	School Funding		Paul Wagstaff, Andy Thorne
	Adoption of a West Sussex Children First Strategy		John Readman, Ann Marie Dodds
	Strategic Budget Option – Creation of additional special support centres in schools		Paul Wagstaff
	Strategic Budget Option – Reduction in the Post-16		Paul Wagstaff

## Children and Young People's Services Select Committee Work Programme – January 2020

	Support Service		
	Children First Improvement Plan Update		John Readman
<b>4<sup>th</sup> December 2019</b> <b>10.30am</b>	Traded Offer		Paul Wagstaff
	School Place Planning and Admissions		Paul Wagstaff
<b>Future Items to be timetabled</b>	<ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Domestic Violence</li> <li>• The 1001 Critical Days Principle</li> <li>• CLA Team structure update</li> </ul> <p>Possible Joint items</p> <ul style="list-style-type: none"> <li>• Integrated Transport System</li> </ul>		