

20 June 2016**Agenda Item: 07****REPORT OF THE ACTING SERVICE DIRECTOR OF EDUCATION
STANDARDS AND INCLUSION****INTEGRATION OF EDUCATIONAL PSYCHOLOGY SERVICE AND SCHOOLS
AND FAMILIES SPECIALIST SERVICES INTO THE SUPPORT TO SCHOOLS
SERVICE****Purpose of the Report**

1. Following the integration of the Children's Disability Service (CDS) and Special Educational Needs and Disabilities (SEND) staffing structures, which was approved by Committee on 21 March 2016, this report informs Committee of the implications for the structure of the Education Standards and Inclusion service and of changes that have been required to ensure ongoing service delivery to schools.
2. In addition, the report seeks approval to establish new/permanent posts within the department as follows:
 - To permanently establish the 2 fte (full-time equivalent) temporary Quality Assurance Monitoring and Support Officer (Scale 4) posts, established in 2014 as a result of the closure of the Pupil Referral Units. These posts provide essential support to the team, supporting schools to reduce and manage permanent exclusions. These are funded by existing schools budget and therefore would incur no additional cost to the Council.
 - To establish a 1 fte Threats to Children Coordinator (indicative Grade D) post with a focus on Child Sexual Exploitation (CSE) and to establish 3 fte temporary Schools Health Coordinator (grade to be confirmed) posts. This newly established 'Threats to Children' team will provide universal support and advice to all Nottinghamshire publicly funded schools early years settings and GPs regarding education and health matters related to CSE. The CSE Coordinator post is funded from existing schools budget; the temporary Schools Health Coordinator posts are funded from a Public Health Grant of £400,000.
 - To establish 2 fte SEN Funding Officer (indicative Scale 5) posts to ensure that the high needs funding budgets of c£16.75m is devolved to schools and families of schools in line with decisions taken by Family SENCos (Special Educational Needs Co-ordinators). These posts would be funded by existing schools budget and therefore there would be no additional cost to the Council. Coordinating and monitoring of these budgets were previously undertaken by post holders in the previous SEND Team structure and these have now been transferred into the new structure.

Information and Advice

3. Following the integration of CDS and SEND staffing structures as part of the Improving Outcomes for Children and Young People with Disabilities Project, the structure and line management arrangements within the wider Education Standards and Inclusion service have been revised to ensure that services provided to schools can evolve to meet the changing needs of schools and families at this time. **Appendix 1** presents the 'old structure' and includes the services transferred to Education Standards and Inclusion following the creation of CDS and **Appendix 2** outlines the proposed revised structure of Education Standards and Inclusion service. **Appendix 3** provides a summary overview of the posts within the proposed new structure.
4. The incorporation of the Educational Psychology Service and the Schools and Families Specialist Services into the Support to Schools Service has aligned teams providing direct education services to schools. In addition, the key priorities of ESI to support vulnerable groups and to narrow educational gaps are strengthened by aligning all teams providing direct education support, challenge and guidance to schools within one service area.
5. Within an ever changing education landscape, the proposed revisions seek to align and rationalise line management arrangements and identify new posts that have been necessitated by the disestablishment of SEND Policy and Provision. The proposed structure seeks to align the following key service areas: school admissions; strategic school place planning; fair access and children missing education; achievement and equality; closing the gap; educational psychology service; schools and families specialist services; and school improvement.
6. As these proposals do not constitute a restructure, consultation has included meetings with teams and individuals directly affected by changes to line management arrangements. In addition, a two week consultation period (from 18 May to 1 June 2016) has allowed individuals affected to discuss and raise questions and concerns with relevant Team Managers and the Group Manager for the Support to Schools Service. All Trade Unions were invited to attend a consultation meeting on 31 May 2016 with the Acting Service Director of ESI. No formal written responses were received from Trade Unions. However there was one meeting with UNISON on 1 June 2016.
7. There were nine written responses from staff to the consultation. Two responded to the specific questions indicating strong agreement with all proposals within the new structure and one expressed agreement with all the proposals. Three strongly agreed with the proposals relating to their own teams, but felt that they needed more detail on the roles and responsibilities of other teams to be able to comment on the proposals. This will be addressed at team meetings. One expressed disagreement with all proposals, except the proposal relating to their own team with which they agreed. This respondent commented that it was difficult to evaluate the consultation statements where suggested impacts have yet to be measured. A further two respondents provided written comments, which strongly welcomed the 'logical restructuring of services to schools and the way in which teams would be brought together to work towards common goals.' One respondent questioned the matrix line management of Governor Services.
8. The reviewed structure aligns all colleagues providing direct support to schools to be structured under the Support to Schools group and aims to reduce any potential duplication

of work or provision, particularly around fair access, children missing education and support for school behaviour partnerships. In addition, the revised Support to Schools structure will be subject to wider departmental review planned from September 2017.

9. The revised Education Standards and Inclusion service aims to:
 - maximise existing resources to provide support and challenge to schools to ensure every maintained school is good or better
 - continue to fulfil statutory duties around school admissions, strategic school place planning and school improvement for maintained schools
 - create a unified Fair Access and Children Missing Education Team which aligns existing teams that support behaviour partnerships
 - Provide a new structure within existing budgets or in relation to any new funding from schools budgets or Public Health.
10. The revised Education Standards and Inclusion service also formalises operational arrangements that have evolved and developed in response to the changing demands by schools and families on teams and service areas. Therefore, this report updates Members of **significant** line management changes only and where posts have been radically refocussed. The report also advises where it has been necessary to create new posts as a result of the creation of the Integration of Children's Disability Service and disestablishment of the SEND Policy and Provision Service.
11. **Education Improvement Service** – the changes as outlined within the proposed new structure broadly confirms the existing arrangements. Changes to line management at Team Manager level will allow the Team Manager for Closing the Gap to line manage all posts which most directly relate to supporting and challenging schools to narrow gaps for vulnerable groups. The Team Manager for Standards will continue to matrix manage Governing Body Services and School Improvement Advisers. The Team Manager for Achievement and Equality will transfer to the Educational Psychology Service to lead the new Threats to Children Team. The remit of responsibilities of the Acting Group Manager have been extended and now include leadership relating to teams that were part of the disestablished SEND Planning and Provision Service.
12. **Place Planning and Admissions Team** – the revised structure proposes the re-designation of one Team Manager post to a Place Planning and Admissions post in order to strengthen teams which fulfil statutory responsibilities around school admissions and strategic school place planning. This redesignation of one of the two Place Planning Team Manager posts enables the Fair Access Lead Officer post to be designated as Team Manager to lead the existing Fair Access Team as well as the teams transferring from SEND Policy and Provision which had responsibility for supporting school based partnerships at primary and secondary level for behaviour and exclusions. The proposed structure identifies two Quality Assurance Monitoring and Support Officer posts which were temporarily established in 2014 as a result of the closure of the Pupil Referral Units. These two posts are essential to the support for school behaviour partnerships and the safeguarding of permanently excluded pupils. As such, the report seeks Committee approval to establish these as permanent posts within the revised structure. It is also proposed that this team will now formally take responsibility for the Children Missing Education Strategy.

13. A further implication of the transfer of elements of SEND Policy and Provision is in relation to statutory responsibilities for the special school place planning, SEND admissions and the management of the special schools budget of £20M. The revised structure integrates this post within the wider Place Planning and Admissions Team. This post will also provide strategic leadership for any statutory reviews to be undertaken by the department such as the current SEND Review into the future.
14. **Educational Psychology Service** – the Educational Psychology Service is broadly unchanged. However, to ensure that teams are as responsive as possible to new and emerging support needs of schools, the Anti-Bullying Coordinator will be incorporated within a new Threats to Children Team. This team will be led by the current Team Manager for Achievement and Equality whose post will transfer to the Educational Psychology Service to operationally lead this new team. This team will be expanded by the creation of a further post, temporarily funded through existing budgets and will focus on Child Sexual Exploitation. In addition, in partnership with Public Health funding, the Team Manager for Threats to Children will assume responsibility for three temporary Schools Health Coordinator posts.
15. This report also informs Members that following the transfer of the Educational Psychology Service from SEND Policy and Provision, it has been necessary to identify new posts within the Educational Psychology Service as ‘SEN Funding Officer’ posts. These posts will ensure that the high needs funding budget of £16.75m is devolved to schools and families of schools in line with decisions taken by Family SENCOs.
16. **Schools and Families Specialist Services** – this service provides specialist advice and support to both schools and to parents in relation to SEND pupils. The revised structure is unchanged.
17. **Business Support Service** – Business Support to the services in scope will continue to be provided from existing resources with no additional costs.
18. No savings have been secured by the proposed structure as each team continues to provide essential services to schools.

Other Options Considered

19. The focus of this revised structure has been to provide strong and effective delivery of support services to schools. Consideration has not been given to developing different structures or models of delivery at this time as a wider departmental review is planned from September 2017 and the White Paper, Education, Excellence Everywhere is likely to inform the future structure of educational services provided to schools.

Reason/s for Recommendation/s

20. Following the integration of the CDS and SEND staffing structures, the transfer of the Educational Psychology and related services, along with the Schools and Families Specialist Service into the Support to Schools Service, an interim revision of the Education Standards and Inclusion service is required to align current services to schools and review line management arrangements where necessary.

Statutory and Policy Implications

21. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

22. The costs of the new structure can be met from existing budgets. Where posts and functions have been transferred from the previous SEND Policy and Provision Service, associated budget has also been transferred.
23. The breakdown of costs and associated budgets is as follows:

Total Cost of new Structure	£8.004M (includes sold service posts)
LA Budget	£1.137M
Schools Budget	£5.760M
Public Health grant	£0.123M
Sold Service income	£0.984M
TOTAL Funding	£8.004M

A detailed breakdown of all posts in the new structure is attached as **Appendix 3**.

Human Resources Implications

24. Other than some minor line management changes, there are no HR implications.

Safeguarding of Children and Adults at Risk Implications

25. The proposed new structure aligns all services which serve to safeguard children within one extended team, led by the Team Manager for Fair Access. The structure also incorporates support for schools and families to manage more effectively new threats to children, which includes CSE.

Implications for Service Users

26. The proposed structure will continue to provide all statutory and some non-statutory services to schools.

Ways of Working Implications

27. As part of the move to bring all service areas relating to schools functions together, the service will be working with the Smarter Working Team to consolidate existing bases.

RECOMMENDATIONS

That:

- 1) Following the integration of Children's Disability Service and Special Educational Needs and Disabilities staffing structures, the subsequent transfer of the Educational Psychology and related services, along with the Schools and Families Specialist Service into the Support to Schools Service, should be noted.
- 2) Committee approves the following:
 - permanently establish the 2 fte temporary Quality Assurance Monitoring and Support Officer (Scale 4) posts, established in 2014 as a result of the closure of the Pupil Referral Units.
 - establish a 1 fte Threats to Children Coordinator (indicative Grade D) post with a focus on Child Sexual Exploitation and 3 fte temporary Schools Health Coordinator (grade to be confirmed) posts.
 - establish 2 fte Special Educational Needs Funding Officer (indicative Scale 5) posts to ensure that the high needs funding budget of c£16.75m is devolved to schools and families of schools in line with decisions taken by the Schools Forum and Family SENCos.

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Constitutional Comments (SLB 08/06/16)

28. In accordance with the Council's Employment Procedure Rules Children and Young People's Committee is the appropriate body to consider the content of this report subject to consultation with the recognised trade unions having been undertaken and HR advice obtained.

Financial Comments (SS 09/06/16)

29. The financial implications of the report are contained within paragraphs 22 and 23 above.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Integration of Children's Disability Service and SEND Staffing Structures - report to Children and Young People's Committee on 21 March 2016

Electoral Division(s) and Member(s) Affected

All.

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