

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

**Monday, 10 February 2014 at 10:30**

**County Hall, County Hall, West Bridgford, Nottingham NG2 7QP**

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### **AGENDA**

- |    |  |         |
|----|--|---------|
| 1  | Minutes of the previous meeting held on 13 January 2014  | 3 - 6   |
| 2  | Apologies for Absence  |         |
| 3  | Declarations of Interests by Members and Officers:- (see note below)<br>(a) Disclosable Pecuniary Interests<br>(b) Private Interests (pecuniary and non-pecuniary) |         |
| 4  | Performance Report (2013/14 Quarter 3): Services for Children and Young People   | 7 - 14  |
| 5  | Children, Young People and Families Plan 2014-16   | 15 - 38 |
| 6  | Proposal to Close Daybrook Learning Centre   | 39 - 52 |
| 7  | Specialist provision for children with Social, Emotional and Behavioural Difficulties (SEBD) - Optio   | 53 - 60 |
| 8  | Mattersey & Winthorpe Community Primary Schools - Proposals for the delivery of early years education  | 61 - 64 |
| 9  | School Governor Appointments   | 65 - 70 |
| 10 | Education Trust Board Officer Group Report   | 71 - 74 |
| 11 | Urgent Decision taken by the Chief Executive   | 75 - 76 |

**Notes**

- (1) Councillors are advised to contact their Research Officer for details of any Group Meetings which are planned for this meeting.
- (2) Members of the public wishing to inspect "Background Papers" referred to in the reports on the agenda or Schedule 12A of the Local Government Act should contact:-

Customer Services Centre 0300 500 80 80

- (3) Persons making a declaration of interest should have regard to the Code of Conduct and the Council's Procedure Rules. Those declaring must indicate the nature of their interest and the reasons for the declaration.

Councillors or Officers requiring clarification on whether to make a declaration of interest are invited to contact Sara Allmond (Tel. 0115 977 3794) or a colleague in Democratic Services prior to the meeting.

- (4) Councillors are reminded that Committee and Sub-Committee papers, with the exception of those which contain Exempt or Confidential Information, may be recycled.

Meeting CHILDREN & YOUNG PEOPLE'S COMMITTEE

Date 13<sup>th</sup> January 2014 (commencing at 10.30am)

**Membership**

Persons absent are marked with an 'A'

**COUNCILLORS**

John Peck JP (Chairman)

Liz Plant (Vice-Chairman)

John Allin  
Boyd Elliott  
Kate Foale  
Alice Grice  
Keith Longdon

Philip Owen  
Sue Saddington  
Jacky Williams  
John Wilmott

A Ex-officio (non-voting)  
Alan Rhodes

**CO-OPTED MEMBERS (NON-VOTING)**

A Ms Gail Neill  
A Mr James Parry  
Mr David Richards JP  
Mr John Rudd

**OFFICERS IN ATTENDANCE**

Sara Allmond	Policy, Planning and Corporate Services
Diana Bentley	Children, Families and Cultural Services
Martin Done	Policy, Planning and Corporate Services
Steve Edwards	Children, Families and Cultural Services
Derek Higon	Children, Families and Cultural Services
Laurence Jones	Children, Families and Cultural Services
Terri Johnson	Children, Families and Cultural Services
Anthony May	Children, Families and Cultural Services
Philippa Milbourne	Children, Families and Cultural Services
John Slater	Children, Families and Cultural Services
Mandy Stratford	Children, Families and Cultural Services

## **MINUTES OF THE LAST MEETING**

The minutes of the meeting held on 9 December 2013, having been circulated to all Members, were taken as read and were confirmed and signed by the Chairman.

## **APOLOGIES FOR ABSENCE**

None

## **DECLARATIONS OF INTEREST**

None

## **ADOPTION AND FOSTERING RECRUITMENT CAMPAIGN EVALUATION**

Martin Done presented the report and responded to questions and comments from Members.

### **RESOLVED 2014/001**

That the evaluation of the adoption and fostering recruitment campaign be noted.

## **SOCIAL WORK HEALTH CHECK**

Diana Bentley presented the report and responded to questions and comments from Members.

### **RESOLVED 2014/002**

- 1) That the summary of the responses to the Social Work Health Check Report 2013, the recommendations and the action plan be noted.
- 2) That progress on the implementation of the action plan be reported to the Children's Social Care divisional leadership team.
- 3) That the Committee receive regular update reports, with the first coming to Committee in three months. The frequency of further reports to be determined at that meeting.

## **CHILD SEXUAL EXPLOITATION (CSE) ACTION PLAN**

Steve Edwards and Terri Johnson presented the report, showed a DVD and responded to questions and comments from Members.

### **RESOLVED 2014/003**

- 1) That the progress made regarding developments in the response to child sexual exploitation within Nottinghamshire be noted.
- 2) That the Committee receive a further update report on child sexual exploitation in six months.

### **THE TROUBLED FAMILIES PROGRAMME IN NOTTINGHAMSHIRE**

Laurence Jones presented the report and responded to questions and comments from Members.

#### **RESOLVED 2014/004**

- 1) That the update on the development of the Troubled Families Programme in Nottinghamshire be noted.
- 2) That the establishment of 1.5 full time equivalent (FTE) Family Key Worker (Scale 5) and 1 FTE District Coordinator (Hay Band B) posts on a fixed term basis, initially until 30 September 2015 based within Targeted Support and Youth Justice Service, be approved.

### **ROTA VISITS TO CHILDREN'S HOMES: OCTOBER AND NOVEMBER 2013**

Steve Edwards introduced the report and responded to questions and comments from Members. Councillor Allin advised Members that he had carried out a visit to Lyndene and found the unit to be the same as previous reports. He was concerned at the size of the overnight accommodation for staff, but accepted that it was better that the children each had a separate bedroom and en-suite bathroom meaning that the space left for staff accommodation was restricted.

Members requested that future reports included an action tracker of all issues identified during previous visits to ensure they were being addressed.

#### **RESOLVED 2014/005**

That the outcome of the six-monthly rota visits to Nottinghamshire County Council's children's homes that took place in October and November 2013 be noted.

### **SCHOOLS FORUM OFFICER GROUP REPORT**

John Slater introduced the report and responded to comments and questions from Members.

#### **RESOLVED 2014/006**

That the legal status, composition, constitution and recent work of the Schools Forum be noted.

## **ESTABLISHMENT OF A PREMISES SUPPORT OFFICER POST IN THE EARLY YEARS SERVICE**

Mandy Stratford introduced the report requesting the establishment of a premises support office post in the Early Years and Early Intervention Service.

### **RESOLVED 2014/007**

That the establishment of one temporary Premises Support Officer post within the Early Years and Early Intervention Service at Scale 5 (subject to Job Evaluation) for a period of two years be approved.

## **WORK PROGRAMME**

### **RESOLVED 2014/008**

That the Committee's work programme be noted.

## **EXCLUSION OF THE PUBLIC**

### **RESOLVED: 2014/009**

That the public be excluded from the remainder of the meeting on the grounds that the Committee's remaining business involves the likely disclosure of exempt information as defined in the Local Government (Access to Information) (Variation) Order 2006 and the public interest in maintaining the exemption outweighs the public interest in disclosing the information.

## **EXEMPT INFORMATION ITEM**

The exempt minutes of the meeting held on 9 December 2013, having been circulated to all Members, were taken as read and were confirmed and signed by the Chairman.

The meeting closed at 12.40 pm

CHAIRMAN

M\_13Jan2014

**10 February 2014****Agenda Item: 4****REPORT OF THE CORPORATE DIRECTOR FOR CHILDREN, FAMILIES AND  
CULTURAL SERVICES****PERFORMANCE REPORTING (2013/14 QUARTER 3) – SERVICES FOR  
CHILDREN AND YOUNG PEOPLE****Purpose of the Report**

1. The purpose of this report is to provide the Committee with a summary of the performance of the Council's services for children and young people between 1 October and 31 December 2013.

**Information and Advice****Performance Reporting for 2013/14**

2. This report forms the third quarterly performance report for 2013/14, reporting on performance during 2013/14 Quarter 3 (1 October and 31 December 2013).
3. At its meeting on 16 July 2012, the Committee agreed to receive a report each quarter, reviewing performance across the full range of services provided to children and young people. Quarterly reports would be in addition to other reports that might be presented to the Committee from time to time, providing detailed performance-related information about specific initiatives, projects or services.
4. As agreed at this meeting, quantitative performance reporting to the Committee is measured via key performance indicators (KPIs), which cover the full range of services to children and young people. Although it has been agreed that performance will be reported on a quarterly basis, not all of these KPIs are equally sensitive to quarterly fluctuation. In accepting that KPIs will not always change from one quarter to the next, it was agreed that the most up-to-date information would be provided for each KPI.
5. The KPIs that are reported on within this report are the same as those reported on for 2013/14 Quarter 2.
6. Performance data is set out in the table at **Appendix 1**. For each KPI, current performance is compared to the national average, for England, and that of the Council's children's services statistical neighbours, where this data is available. The statistical neighbour local authorities are:
  - Cumbria
  - Derbyshire
  - Dudley

- Kent
- Lancashire
- Lincolnshire
- Northamptonshire
- Nottinghamshire
- Staffordshire
- Swindon
- Wigan

7. In addition, for each KPI, the table indicates whether performance has improved (+), declined (-), or remained the same (=) over the current reporting period.

## Key messages

### Children's Social Care

8. In Children's Social Care, performance in the timely completion of initial assessments has continued to improve as has that of core assessments. The rate of re-referrals has increased but this is likely to be related to the reduced number of referrals to Children's Social Care, as a result of changes to the operation of the Multi-Agency Safeguarding Hub (MASH) which have brought social workers closer to initial call handling. In order to provide Members with further detail on performance in Children's Social Care, the Service Director for Children's Social Care will deliver a short presentation to the Committee.

### Educational Attainment

9. The Department for Education has now released final data on academic attainment, as reported in **Appendix 1**. The data indicates that, for the 2012/13 academic year, the attainment of pupils in Nottinghamshire schools exceeds the national average at Early Years Foundation Stage, at age 11 years and at age 16 years. Attainment at A level continues to improve in Nottinghamshire. Although performance does not meet the national average, it is improving at a greater rate than nationally.
10. At Early Years Foundation Stage, average performance against the assessment framework was 56.6% in Nottinghamshire compared to 52.0% nationally. At age 11 years, the proportion of pupils achieving level 4 in reading, writing and mathematics was 76.8% in Nottinghamshire schools compared to 76.0% nationally. For both these age groups, the assessment method has changed since 2011/12, so it is not possible to make direct comparison with previous years' results.
11. At age 16 years, 63.4% of pupils in Nottinghamshire schools achieved 5 or more A\*-C grades at GCSE or equivalent (including English & mathematics) compared to 59.2% of pupils nationally. This is the second consecutive year that Nottinghamshire pupils have achieved higher results than the national average. It also represents an improvement on performance in Nottinghamshire since last year (63.4% in 2012/13 compared to 60.6% in 2011/12), while nationally there was a slight decline in performance (from 59.4% in 2011/12 to 59.2% in 2012/13).
12. At A level, the performance of young people in Nottinghamshire has improved in 2012/13 compared with 2011/12. In Nottinghamshire, the percentage of A level entries at A\*-E



grades was 98.0% in 2012/13, compared to 97.5% in 2011/12, while the percentage of A level entries at A\*-B was 46.2% in 2012/13, compared to 43.4% in 2011/12.

13. The data released by the Department for Education also provides information about the achievement gaps between Nottinghamshire pupils who are eligible for free school meals and their peers. At this stage, there is no information available on the average achievement gaps nationally.
14. At age 16 years, the KPI used for national comparison is the attainment gap between those pupils who had been eligible for free school meals at any time in the last six years and those who had never been eligible. Using this measure, in Nottinghamshire this achievement gap has widened very slightly, from 30.7% in 2011/12 to 31.7% in 2013/14. The gap between those who were eligible for free school meals in the year of assessment and their peers has narrowed slightly from 31.8% to 31.7%. Nationally this gap is 26.7%, which represents a slight increase from 26.4% in 2012.
15. At age 11 years, the achievement gap between those pupils who had been eligible for free school meals at any time in the last six years and their peers is 19.9%. It is not possible to directly compare this with the assessment results from 2011/12, due to changes in the assessment process.

#### Early Help Services

16. A number of KPIs monitor effectiveness across a range of services. The numbers of first time entrants to youth justice services continues to decrease, to 124 in 2012/13 Quarter 2 compared with 292 in 2012/13 Quarter 2 (data for this KPI is always available one quarter in arrears). The numbers of young people engaged in positive activities by the youth have reduced slightly, with 18,525 in 2013/14 Quarter 3, compared with 19,200 in the 2012/13 Quarter 2. There has been a steady increase in the numbers of families from low income areas seen by children's centres throughout 2013/14, but there does appear to be a slight reduction in these numbers compared with the equivalent period in 2012/13 (48% compared to 51%).
17. The proportion of young people who are known not to be in education, employment and training has increased slightly for Quarter 3 but at 3.2% is significantly below the national average of 5.2%. The number of young people who are known to be participating in education, employment and training has also increased, to 89.3% (compared to 81.1% nationally). The number whose destination is unknown has reduced to 6.4%.

#### **Other Options Considered**

18. The process for presenting performance information set out in this report is in line with corporate guidance, which has itself been established following an appropriate analysis of alternative options.

#### **Reason/s for Recommendation/s**

19. The recommendation for quarterly reporting to Committee, and the KPIs that will form the basis of the report, is in line with the established processes of reporting and publishing performance information across all of the services within the Children, Families and Cultural Services department.

## **Statutory and Policy Implications**

20. This report has been compiled after consideration of implications in respect of finance, public sector equality duty, human resources, crime and disorder, human rights, the safeguarding of children, sustainability and the environment and those using the service and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## **RECOMMENDATION/S**

- 1) That the Committee notes the performance of the Council's services for children and young people during the period 1 October – 31 December 2013.

**Anthony May**

**Corporate Director for Children, Families and Cultural Services**

**For any enquiries about this report please contact:**

Jon Hawketts

Group Manager, Planning, Performance and Quality Assurance

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## **Constitutional Comments**

21. As this report is for noting only, no Constitutional Comments are required.

## **Financial Comments (KLA 29/01/14)**

22. There are no financial implications arising directly from this report.

## **Background Papers and Published Documents**

None.

## **Electoral Division(s) and Member(s) Affected**

All.

C0361

## Appendix 1

### Children and Young People's Committee: Performance at 2013/14 Quarter 3

For Nottinghamshire, the performance data available at the end of 2013/14 Quarter 3 (October-December) is reported. The most recent data for national average and children's services statistical neighbours is reported, where available. Where Nottinghamshire performance meets or exceeds national performance, this is highlighted by the emboldened boxes. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned.

Key: (p) = provisional data; (+) = better than previous value; (-) = worse than previous value; (=) = same as previous value; n/a = not comparable to previous value

Priority	Indicator	Nottinghamshire					National Average	Statistical Neighbours
		Data updated since previous report?	Current Reporting Period	Current Value	Previous Reporting Period	Previous Value		
A: continue to improve our work to keep children and young people safe	Initial assessments for Children's Social Care carried out within timescales	Yes	2013/14 Q3	<b>85.0% (+)</b>	2013/14 Q2	72.7%	75.5% (2012/13)	76.6% (2012/13)
	Core assessments for Children's Social Care carried out within timescales	Yes	2013/14 Q3	<b>85.6% (-)</b>	2013/14 Q2	86.3%	76.7% (2012/13)	76.8% (2012/13)
	Percentage of child protection cases reviewed within timescale	Yes	2013/14 Q3	<b>97.2% (-)</b>	2013/14 Q2	99.6%	96.2% (2012/13)	95.9% (2012/13)
	Re-referrals to Children's Social Care	Yes	2013/14 Q3	<b>29.1% (-)</b>	2013/14 Q2	24.9%	24.9% (2012/13)	24.5% (2012/13)
	Children who are subject to a child protection plan for 2 years or more	Yes	2013/14 Q3	<b>4.7% (+)</b>	2013/14 Q2	5.7%	5.2% (2012/13)	4.4% (2012/13)
	Children becoming the subject of a child protection plan on more than one occasion	Yes	2013/14 Q3	<b>19.0% (-)</b>	2013/14 Q2	15.1%	14.9% (2012/13)	15.5% (2012/13)
	Percentage of children adopted who were placed with their adopters within 21 months (639 days) of becoming looked after	No	2013/14 Q2	<b>63.7% (+)</b>	2013/14 Q1	56.3%	–	–
	Percentage of children adopted who were matched with their adopters within 7 months (213 days) of placement order	No	2013/14 Q2	<b>33% (-)</b>	2013/14 Q1	35%	–	–
	Percentage of Children's Social Care quality audits assessed as adequate or better	Yes	2013/14 Q3	<b>83% (+)</b>	2013/14 Q2	82%	–	–
	Looked after children with 3 or more placements in any one year	Yes	2013/14 Q3	<b>9.7% (-)</b>	2013/14 Q2	7.5%	11.1% (2012/13)	11.3% (2012/13)
	Percentage of looked after children cases reviewed within timescale	Yes	2013/14 Q3	<b>95.8% (+)</b>	2013/14 Q2	93.4%	–	–
	Percentage of care leavers in suitable accommodation	No	2012/13 annual	<b>87.0%<sup>1</sup> (+)</b>	2011/12 annual	82.7%	–	–

<sup>1</sup> This data relates to a small number of young people. Those regard by the Department for Education as in unsuitable accommodation included unaccompanied asylum seekers, who left the country for varying reasons, and other young people who were in custody. All other Nottinghamshire young people leaving care were in accommodation regarded as suitable.

## Children and Young People's Committee: Performance at 2013/14 Quarter 3

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Priority	Indicator	Nottinghamshire					National Average	Statistical Neighbours
		Data updated since previous report?	Current Reporting Period	Current Value	Previous Reporting Period	Previous Value		
B: Continue to improve how well children and young people achieve in schools and colleges	Pupils achieving Level 4 in reading, writing & mathematics at age 11	Yes	2012/13 academic	76.8% <b>n/a</b>	Assessment criteria changed for 2012/13		76% (2012/13)	75.5% (2012/13)
	Achievement of 5 or more A*-C grades at GCSE or equivalent (including. English & maths)	Yes	2012/13 academic	63.4% <b>(+)</b>	2011/12 academic	60.6%	59.2% (2012/13)	60.1% (p) (2012/13)
	Primary schools judged by Ofsted as having good or outstanding standards of behaviour	Yes	Dec 2012 snapshot	94.2% <b>(+)</b>	Dec 2011 snapshot	93.0%	93.9% (Dec 2011)	93.6% (Dec 2011)
	Secondary schools judged by Ofsted as having good/outstanding standards of behaviour	Yes	Dec 2012 snapshot	87.9% <b>(+)</b>	Dec 2011 snapshot	68.3%	84.4% (Dec 2011)	85.8% (Dec 2011)
	Number of primary schools in an Ofsted category	Yes	June 2013 snapshot	9 <b>(-)</b>	Mar 2013 snapshot	8	—	—
	Number of secondary schools in an Ofsted category	No	June 2013 snapshot	1 <b>(=)</b>	Mar2013 snapshot	1	—	—
	Early years foundation stage attainment (Reaching a 'Good Level of Development' - at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics)	Yes	2012/13 academic	56.6% <b>n/a</b>	Assessment criteria changed for 2012/13		52.0% (2012/13)	55.8% (2012/13)
	Percentage of young people who have attained a full Level 3 qualification by 19	No	2011/12 academic	48.7% <b>(+)</b>	2010/11 academic	47.4%	57.9% (11/12)	53.3% (11/12)
	Participation in education, employment and training in academic years 12-14	Yes	2013/14 Q3	89.3% <b>(+)</b>	2013/14 Q2	88.5%	81.1% (13/14 Q3)	81.0% (13/14 Q3)
	Percentage of A level entries at A*-E grades	Yes	2012/13 academic	98.0% <b>(+)</b>	2011/12 academic	97.5%	98.7% (2012/13)	—
	Percentage of A level entries at A*-B grades	Yes	2012/13 academic	46.2% <b>(+)</b>	2011/12 academic	43.4%	53.3% (2012/13)	—

## Children and Young People's Committee: Performance at 2013/14 Quarter 3

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Priority	Indicator	Nottinghamshire					National Average	Statistical Neighbours
		Data updated since previous report?	Current Reporting Period	Current Value	Previous Reporting Period	Previous Value		
C: Reduce the gap in educational achievement for all ages	Attainment gap at age 11 between pupils taking free school meals and the rest ( <i>FSM during past six years</i> )	Yes	2012/13 academic	19.9% <b>n/a</b>	Assessment criteria changed for 2012/13		–	–
	Attainment gap at age 16 between pupils taking free school meals and the rest ( <i>FSM during past six years</i> )	Yes	2012/13 academic	31.5% <b>(-)</b>	2011/12 academic	30.7%	–	–
	Rate of permanent exclusions from school	Yes	2012/13 academic	0.08% (p) <b>(+)</b>	2011/12 academic	0.09%	0.07% (2011/12)	0.07% (2011/12)
	Percentage of overall absence in primary, secondary and special schools	Yes	2011/12 academic	5.00% <b>(+)</b>	2010/11 academic	5.67%	5.10% (2011/12)	5.05% (2011/12)
	Percentage of young people who have not attained a Level 2 qualification in English & maths at age 16 who go on to attain Level 2 or higher in both by the end of the academic year in which they turn 19	No	2011/12 academic	16.00% <b>(-)</b>	2010/11 academic	17.70%	18.40% (2011/12)	17.93% (2011/12)
	Percentage of young people in Years 12-14 not in education, employment or training (NEET)	Yes	2013/14 Q3	3.2% <b>(-)</b>	2013/14 Q2	2.7%	5.3% (13/14 Q3)	5.4% (13/14 Q3)
	Percentage of young people in Years 12-14 EET destination not known	Yes	2013/14 Q3	6.4% <b>(+)</b>	2013/14 Q2	7.6%	9.0% (13/14 Q3)	8.1% (13/14 Q3)
	The number of families who have an Education, Health and Care Plan in place (prior to it becoming a statutory requirement)	Yes	2013/14 Q3	53 <b>n/a</b>	2013/14 Q2	40	–	–
D: Improve children and young people's health and wellbeing	Dependent children in households whose income is below 60% of the national median income	No	2011 annual	17.0% <b>(+)</b>	2010 annual	17.1%	20.1% (2011)	–
	Numbers exiting substance misuse treatment in a planned manner	Yes	2013/14 Q2	74% <b>(-)</b>	2013/14 Q1	82%	–	–
	Under 18 conception rate (per thousand females aged 15-17)	No	2011 annual	31.9 <b>(+)</b>	2010 annual	32.9	30.7 (2011)	31.7 (2011)

## Children and Young People's Committee: Performance at 2013/14 Quarter 3

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Priority	Indicator	Nottinghamshire					National Average	Statistical Neighbours
		Data updated since previous report?	Current Reporting Period	Current Value	Previous Reporting Period	Previous Value		
E: Continue to improve our early intervention services so that children, young people and families in the greatest need receive appropriate support	Percentage of children aged 0-4 living in low income areas registered with children's centres (snapshot)	Yes	2013/14 Q3	78% (-)	2013/14 Q2	80%	–	–
	Percentage of children aged 0-4 living in low income areas seen at children's centres (cumulative)	Yes	2013/14 Q3	48% (-)	2012/13 Q3 <sup>2</sup>	51%	–	–
	Percentage of two year olds taking up their free entitlement	Yes	2013/14 Q3	76% n/a	New indicator for 2013/14 Quarter 3		–	–
	First time entrants to the Youth Justice System aged 10-17 (per 100,000) (cumulative)	Yes	2013/14 Q2	124 (+)	2012/13 Q2 <sup>2</sup>	292	–	–
	Numbers of children and young people engaged in positive activities delivered by the Young People's Service (cumulative)	Yes	2013/14 Q3	18,525 (-)	2012/13 Q3 <sup>2</sup>	19,200	–	–
	Percentage of children's centres achieving good or better in Ofsted inspections	No	2012/13	80% (+)	2011/12	79%	–	–
	Breastfeeding prevalence at 6-8 weeks, incl. mixed feeding methods (Notts NHS)	No	2013/14 Q2	41.4% (+)	2013/14 Q1	39.7%	47.2% (2012/13)	42.3% (2012/13)
	Breastfeeding prevalence at 6-8 weeks, incl. mixed feeding methods (Bassetlaw NHS)	No	2013/14 Q2	32.8% (+)	2012/13 Q4	32.0%		

<sup>2</sup> Data for this indicator is cumulative, and a comparison with the same point in the preceding year (rather than the preceding quarter) shows a slight decrease. However, there has been a steady increase in numbers seen throughout 2013/14.

**10 February 2014****Agenda Item: 5****REPORT OF THE CORPORATE DIRECTOR FOR CHILDREN, FAMILIES AND  
CULTURAL SERVICES****CHILDREN, YOUNG PEOPLE AND FAMILIES PLAN 2014-16****Purpose of the Report**

1. The purpose of this report is to invite the Committee to comment on Nottinghamshire's Children, Young People and Families Plan for the period April 2014 to March 2016 (attached as **Appendix 1**) and recommend it to Policy Committee for approval at its meeting on 5 March 2014.

**Information and Advice**

2. The Children, Young People and Families Plan (CYPF Plan) 2014-16 will be the joint strategic plan of Nottinghamshire Children's Trust and will replace the existing plan for 2011 to 2014. It describes how Nottinghamshire County Council will fulfil its statutory responsibility, as the lead partner in the Children's Trust, to make arrangements to promote co-operation to improve children's well-being (Children Act 2004).
3. Nottinghamshire Children's Trust is a partnership of organisations that commission or provide services to children, young people or families in Nottinghamshire. The Children's Trust is the children's commissioning sub-group of the Health and Wellbeing Board for Nottinghamshire and the priorities within the CYPF Plan will be included in Nottinghamshire's Health and Wellbeing Strategy for 2014-16.
4. The CYPF Plan is the single overarching strategic plan covering services for children and young people in Nottinghamshire, as represented on the Children's Trust Board. It does not detail all the services of the partner organisations within the Children's Trust but instead focuses on coordinated planning or integrated commissioning in order to improve outcomes for children, young people or their families.
5. The CYPF Plan identifies five priorities for action, and describes how partner organisations will take action towards achieving these priorities. It also lists the outcomes indicators that will be used to monitor performance. The five priorities are to:
  - Work together to keep children and young people safe
  - Improve children and young people's health outcomes through the integrated commissioning of services



- Close the gap in educational attainment between disadvantaged children and young people and their peers, and so enable all to achieve their potential
  - Provide children and young people with the early help support that they need
  - Deliver integrated services for children and young people with complex needs or disabilities.
6. The CYPF Plan was developed by the County Council and partner agencies within the Children's Trust, with contributions from representatives of the Nottinghamshire Safeguarding Children Board (NSCB). The main evidence base for planning was the children's chapter of Nottinghamshire's Joint Strategic Needs Assessment (JSNA), which identifies the current and future health and wellbeing needs of the local population. Planning was also informed by data on the performance of the County Council's services, and of partner organisations, as well as inspection findings. The draft priorities for the CYPF Plan were included in the public consultation on the Health and Wellbeing Strategy for Nottinghamshire, which ran from June to September 2013. Responses to this consultation informed the development of the CYPF Plan.
7. To supplement the CYPF Plan, the Children's Trust will publish annual delivery plans, which will provide more detail on specific actions and responsibilities. These will be approved by the Children and Young People's Committee prior to publication.

### **Other Options Considered**

8. Although there is no statutory requirement for Children's Trusts to produce a joint plan, Nottinghamshire Children's Trust has taken the view that such a plan is needed to provide clarity about activities and responsibilities as well as a framework for managing performance improvement.

### **Reason/s for Recommendation/s**

9. The CYPF Plan 2014-16 has been devised on the basis of a rigorous needs analysis and, after consultation with Children's Trust partners and the public, through the Health and Wellbeing Strategy consultation process.

### **Statutory and Policy Implications**

10. This report has been compiled after consideration of implications in respect of finance, public sector equality duty, human resources, crime and disorder, human rights, the safeguarding of children, sustainability and the environment and those using the service and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

### **Implications for Service Users**

11. The principal service users affected are children, young people and their families, as the CYPF Plan identifies in the over-arching strategy and associated action plans for the delivery of services to them in 2014-16. The detail of this is set out in the CYPF Plan.



## **Financial Implications**

12. Activities identified within the CYPF Plan will be financed by existing budget allocations for the County Council and partner organisations.

## **Public Sector Equality Duty Implications**

13. The development of the CYPF Plan included an Equality Impact Assessment which is available as a background paper. This concluded that the plan was likely to have a positive impact for service users, as it aims to reduce inequalities, by identifying need and working together to address this, within available resources.

## **Crime and Disorder Implications**

14. The Children's Trust will support work to address crime and disorder, while recognising that responsibility for this work rests with the Safer Nottinghamshire Board.

## **Safeguarding of Children Implications**

15. The CYPF Plan identifies how partner organisations within the Children's Trust will work together to safeguard children and promote their welfare. The detail of this is set out in the plan document.

## **RECOMMENDATION/S**

- 1) That the Committee comments on the Children, Young People and Families Plan 2014-16 and recommends it to Policy Committee for approval at its meeting on 5 March 2014.

**Anthony May**

**Corporate Director for Children, Families and Cultural Services**

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## **Constitutional Comments (LM 22/01/14)**

16. The Children and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report.

## **Financial Comments (KLA 24/01/14)**

17. The financial implications of the plan are set out in paragraph 12 above, there are no financial implications arising directly from the report.

## **Background Papers and Published Documents**

Joint Strategic Needs Assessment (JSNA) for Nottinghamshire

<http://www.nottinghamshire.gov.uk/thecouncil/plans/strategydevelopment/joint-strategic-needs-assessment/>

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.

## **Electoral Division(s) and Member(s) Affected**

All.

C0360

# **Nottinghamshire Children, Young People and Families Plan 2014 -16**

**Final version**

**January 2013**

**This is the joint strategic plan of Nottinghamshire Children's Trust. It is published by Nottinghamshire County Council, as the lead partner with statutory responsibility to make arrangements to promote co-operation to improve children's well-being (*Children Act 2004*).**

**Organisations that are relevant partners listed in the Children Act 2004 are:**

- Nottinghamshire County Council, including children and families services and public health
- Ashfield District Council
- Bassetlaw District Council
- Broxtowe Borough Council
- Gedling Borough Council
- Mansfield District Council
- Newark & Sherwood District Council
- Rushcliffe Borough Council
- NHS England
  - Derbyshire and Nottinghamshire Area Team
  - South Yorkshire & Bassetlaw Area Team
- Clinical Commissioning Groups operating within Nottinghamshire County Council's administrative boundaries
  - NHS Bassetlaw CCG
  - NHS Mansfield and Ashfield CCG
  - NHS Newark and Sherwood CCG
  - NHS Nottingham West CCG
  - NHS Nottingham North & East CCG
  - NHS Rushcliffe CCG
- Nottinghamshire Police
- Nottinghamshire Probation Trust
- Nottinghamshire Youth Offending Service
- Schools and colleges.

In addition, NAVO (Networking Action with Voluntary Organisations) represents voluntary and community organisations in Nottinghamshire.

The Children's Trust has an active working relationship with the Nottinghamshire Safeguarding Children Board (NSCB). The Independent Chair of the NSCB is a member of the Children's Trust Board.

In some cases, one representative attends the Children's Trust Board on behalf of a number of organisations.

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# 1. Working together for children and young people

## About the Children's Trust

[Nottinghamshire Children's Trust](#) is a partnership of organisations that commission or provide services to children, young people or families. Children's Trust arrangements enable us to plan and deliver joint working and cooperative arrangements, making best use of resources.

We know that children, young people and their families are more likely to do well if they are at the centre of our economic ambitions for Nottinghamshire. To promote this, the Children's Trust Board is the children's commissioning sub-group of the [Health and Wellbeing Board for Nottinghamshire](#).

The Health and Wellbeing Board has a key role in the strategic planning and coordination of health, social care and related services for all age groups. By reporting to the Health and Wellbeing Board, the Children's Trust ensures that the needs of children, young people and families influence planning for health and wellbeing improvements across all public services.

The Children's Trust has an active working relationship with the [Nottinghamshire Safeguarding Children Board \(NSCB\)](#) to ensure that safeguarding children is central to our work. The NSCB coordinates some safeguarding activities, including training, and scrutinises and challenges the work of the Children's Trust.

## About our Children, Young People and Families Plan 2014-16

This is the joint strategic plan of the Children's Trust and identifies how we will work together to promote the health and wellbeing of children and young people in Nottinghamshire.

It summarises:

- what we will do over the next two years, to plan, commission or provide services
- the impact we expect to have on the lives of children, young people and families.

We will also publish annual delivery plans which will provide more information about what we plan to do and there are detailed strategies and plans for specific areas of work.

## How this Plan is aligned with the Health and Wellbeing Strategy for Nottinghamshire (2014-16)

[The Health and Wellbeing Strategy for Nottinghamshire](#) is a plan to ensure that services in Nottinghamshire meet the health and wellbeing needs of the people of Nottinghamshire. It identifies three ambitions:

- To support people to live healthier lives & make healthier choices – PREVENTION
- To encourage & enable people to live independently for as long as possible – INDEPENDENCE
- To provide care and support through services which work together - INTEGRATION

This Plan identifies the Children's Trust priorities for work with children, young people and their families, and the actions we will take to achieve these priorities. In Section 3, we define our priorities and describe how each of our planned actions contributes to the priorities of the Health and Wellbeing Strategy.

## The context for this Plan

We have developed this Plan at a time when all public sector organisations are facing financial challenges and making difficult decisions about where to reduce spending. We have needed to be realistic about what we can achieve and to prioritise where we invest.

We are committed to supporting the most vulnerable and will target services to those who need them most. Working together in an integrated way will enable us to make best use of our available resources and continue to provide quality services.

## How this Plan promotes equality

We will promote equality and diversity through the work of the Children's Trust, as described in this Plan.

We will do this by identifying need and working together to address this, within our available resources. All of our priorities identify how we will work with children or young people who face disadvantages, to improve their health and wellbeing.

More information is provided in our [Equality Impact Assessment](#).

## 2. Children's Trust achievements between 2011 and 2014

Our new Children, Young People and Families Plan builds on the partnership working that was set out in our Plan for 2011-14. During the three years of this Plan, our achievements have included:

- the delivery of a transformation programme for Children's Social Care, which established a new delivery model for the service
- the establishment of the Multi-agency Safeguarding Hub (MASH), as a single point of contact for all professionals to report safeguarding concerns about children or vulnerable adults
- the development and implementation of the Nottinghamshire Looked After Children Strategy for 2012-15 and The Pledge for Looked After Children. These identify how the County Council, supported by partner agencies, will provide support to children and young people who are in care. This work included input from looked after children and young people
- revising and simplifying the Nottinghamshire Pathway to Provision, to be used by practitioners in partner organisations. This outlines Nottinghamshire's offer of early help services, and describes how integrated early help services relate to more specialist services
- the publication of an Early Help Development Plan, identifying activities to further improve the early help offer
- the establishment of the Early Help Unit as a central contact point for requests for early help services
- reviewing Nottinghamshire's approach to common assessment, including consultation with partners
- the establishment of an Integrated Commissioning Hub, hosted by Nottinghamshire County Council to commission children's health services on behalf of a range of health commissioners
- a pathfinder project to develop and implement a combined Education Health and Care Plan for children with complex needs, ahead of this becoming a statutory requirement
- the development of integrated care pathways, including a Multi-Agency Autistic Spectrum Pathway, which has now been broadened to include support for children/young people with Attention Deficit and Hyperactivity Disorder (ADHD)
- the publication of an Integrated Commissioning Strategy for Teenage Pregnancy
- support for the Family Nurse Partnership programme in Nottinghamshire
- support for the delivery of Nottinghamshire's Strategy for Closing the Educational Gaps
- support for the development of a Child and Family Poverty Strategy for Nottinghamshire
- support for work led by public health, including work to increase the numbers of children and young people who are of a healthy weight and work to promote breastfeeding.

During 2011-14, there has been continuing improvement in outcomes for children and young people in Nottinghamshire.

This includes improvement in educational attainment for all age groups, with attainment now exceeding the national average at Foundation stage, age 11 and age 16.

The numbers of young people entering the youth justice system for the first time continues to decrease.

Over the last three years, we have worked hard to improve the timeliness and quality of Children's Social Care assessments of the needs of children who are referred to them for support.

### 3. Children's Trust Priorities for 2014 to 16

#### About our priorities

Our priorities identify how we will make best use of our collective resources to enable all children and young people to be safe, healthy and achieving their full potential.

Three of our priorities identify how we will:

- Work together to keep children and young people safe
- Improve children and young people's health outcomes through the integrated commissioning of services
- Close the gap in educational attainment between disadvantaged children and young people and their peers, and so enable all to achieve their potential.

A further two priorities are about how we will work in an integrated way across all of these work areas. We will:

- Provide children and young people with the early help support that they need
- Deliver integrated services for children and young people with complex needs or disabilities.

#### A new operating model for children's services

All of our work is underpinned by a new approach to the integrated delivery of County Council children's services, with an emphasis on locality working.

The new operating model incorporates a number of key components:

- moving to a **single point of public and professional access** for children's services, through the Council's customer service centre where appropriate
- developing integrated **access hubs** to triage and allocate service referrals
- establishing **integrated, multi-disciplinary, co-located teams** based in three geographical localities
- **establishing centralised specialist services and support services.**

#### Our priorities for children, young people and families

Work together to keep children and young people safe

Improve children and young people's health outcomes through the integrated commissioning of services

Close the gap in educational attainment

Provide children and young people with the early help support that they need

Deliver integrated services for children and young people with complex needs or disabilities

Implement a new operating model for children's services



## Why we chose our priorities

To identify our priorities, we reviewed evidence about the needs of children and young people from our [Joint Strategic Needs Assessment \(JSNA\) for Nottinghamshire](#).

We know that, on average, children and young people in Nottinghamshire often do as well as those in similar places elsewhere. However, there are large inequalities across the County, and some children and young people face greater disadvantages. National and local data shows that children and young people living in poverty are disadvantaged in many ways.

In Nottinghamshire, the localities where there are higher numbers of families on low incomes are often those localities where children and young people are less healthy, do less well at school and are more likely to need the support of Children's Social Care.

Across the County, children and young people who are eligible for free school meals have lower educational attainment, on average, than their peers. Some other children and young people may face particular disadvantages and so need more support. This includes disabled children and children in local authority care.

Our priorities are aimed at reducing inequalities in health and wellbeing across the County. This will include targeting activities in particular localities, or targeting groups of children and young people who are known to be more likely to be disadvantaged.

Our priorities are in work areas where:

- there are identifiable improvements we can make
- coordinated action by partner organisations can deliver these improvements.

In deciding on these priorities, we were aware of the financial challenges faced by all public sector organisations and aimed to prioritise services for those who need them most.

## How we will achieve our priorities

The following pages include an overview for each priority, indicating:

- why this is important
- what we know about children and young people in Nottinghamshire
- how we will improve the lives of children, young people and families by 2016
- what we will do to achieve this.

More information will be provided in annual delivery plans and in strategies and plans for specific areas of work.

## How we include the views of children, young people and families

The views of children, young people and families have been included in the JSNA, where possible, and they have contributed to the needs assessments and strategies for specific work areas.

[Our participation strategy](#) describes how we will continue to involve children and young people in planning, reviewing and commissioning services. This will include:

- children, young people or families working with us to develop strategies or plans and to shape our service provision
- listening to the views of children, young people and families locally in a variety of ways such as focus groups, surveys and 'mystery shopper' exercises.

## How the Children's Trust promotes the health and wellbeing of children and young people in other ways

Our five priorities identify areas of work where the Children's Trust will coordinate partnership working and integrated commissioning. We will also work to promote the health and wellbeing of children and young people by contributing to initiatives that focus on health and wellbeing across all age groups.

The Integrated Commissioning Hub will champion issues for children and young people through public health life course areas. The NSCB will take a lead in ensuring that vulnerable children are identified and protected.

Work will include:

- successful achievement of outcomes and targets affecting children through the delivery of Nottinghamshire's obesity strategy (measured annually until April 2016)
- successful achievement of sexual health outcomes for children and young people within Nottinghamshire's sexual health strategy (measured annually until April 2016)
- development of a commissioning plan for children and young people's emotional wellbeing to be included within Nottinghamshire and Nottingham's broader mental health strategy (by June 2014)
- ensuring priorities for children and young people are achieved through Nottinghamshire's strategic tobacco alliance plans (to be measured annually)
- Ensuring children and young people priorities are achieved through Nottinghamshire's substance misuse strategy

## 3.1 Work together to keep children and young people safe

### Why is this important?

All children and young people need to be safe and feel safe so that they can achieve their full potential. Some live in circumstances that can make them particularly likely to be unsafe. These are known as vulnerable children and younger children are likely to be especially vulnerable. Most children and young people are supported and cared for by their parents or carers but some parents or carers are unable to do this for a number of reasons. In these situations, the involvement of everyone who could help to keep children and young people safe is vitally important.

All partner organisations have a role in safeguarding children, with Children's Social Care leading on the protection of the most vulnerable. Over the last few years we have seen significant improvements in safeguarding performance. To sustain and build on this success, partner organisations will continue to work together through the Children's Trust and the Nottinghamshire Safeguarding Children Board (NSCB).

Recently, there has been a substantial increase in the numbers of children who are referred to Children's Social Care, and in the numbers who are looked after by the local authority. This is a national trend which is reflected in Nottinghamshire. It creates increasing demand for services, while financial resources are decreasing.

We are responding to this by developing innovative ways to work together, including the County Council's new operating model for children's services and the next stage of a transformation programme for Children's Social Care. We will continue to invest in early help services, so that families receive the help they need to avoid problems escalating. We will work together to develop clearer and more integrated pathways from early help to specialist support.

### What do we know about children and young people in Nottinghamshire?

#### What the data tells us

Across England, the numbers of children who are referred to Children's Social Care are increasing, as are the numbers of children who are looked after by the local authority. This trend is reflected in Nottinghamshire.

However, there is significant variation in the numbers across districts. For example, Nottinghamshire's Multi-Agency Safeguarding Hub (MASH) handled approximately 13800 enquiries between April and December 2013. The district with the highest number of enquiries was Ashfield, with over 2500 enquiries. In contrast, the district with the lowest number was Rushcliffe, with just under 900 enquiries.

### What children, young people and families tell us

The views of children, young people and their families have informed service planning and delivery in Children's Social Care. They have contributed to:

- The Pledge for Looked After Children and Looked After Children Strategy
- professional guidance on e-safety, self-harm and safeguarding disabled children.

The views of children, young people and their carers are included in individual assessments and plans. In addition, Children's Social Care managers seek the views of young people and carers when they audit samples of work as part of their quality improvement.

### How will we improve the lives of children, young people and families by 2016?

We will work together to ensure that the most vulnerable children continue to be effectively protected and supported and that children stay with their families wherever this is possible and safe for them. Children in our care will experience high quality and stable support.

To monitor our progress, we will use key outcomes measures. We aim to achieve:

- reduced re-referrals to Children's Social Care
- increased numbers of assessments for individual children carried out within acceptable timescales (initial and core assessments)
- fewer children who have child protection plans that last for two years or more or who need to have a child protection plan more than once
- more children being placed for adoption within 21 months of becoming looked after
- fewer looked after children who have 3 or more placements in any one year
- continuing improvements in the quality of assessments undertaken by Children's Social Care.

## What will we do to achieve this?

What we will do	We will do this by	Health and Wellbeing Ambition		
		Prevention	Independence	Integration
We will review and further develop partnership arrangements for safeguarding children, as set out in the national guidance 'Working Together 2013',	April 2016	✓	✓	✓
We will simplify and improve access to children's services by implementing a new operating model for services	April 2015	✓	✓	✓
We will deliver the next stage of a comprehensive improvement programme for Children's Social Care that will focus on: <ul style="list-style-type: none"> <li>Looked After Children</li> <li>Disabled Children's Services,</li> <li>Family and Placement Support</li> <li>Workforce Development.</li> </ul>	April 2015		✓	✓
We will work together to support the effective operation of the County Council's Multi-Agency Safeguarding Hub (MASH), by <ul style="list-style-type: none"> <li>bringing together the MASH and the Early Help Unit</li> <li>developing more effective information-sharing between partners</li> <li>promoting a shared understanding of thresholds for access to services</li> </ul>	Oct 2014	✓	✓	✓
We will further improve our partnership arrangements to identify and support children and young people who are affected by parental mental health issues, substance misuse or domestic violence	April 2015	✓		✓
We will develop improved partnership arrangements to identify and support young carers	April 2015	✓		✓
We will deliver the next stage of a partnership strategy to ensure that children and young people are protected from sexual exploitation	April 2015	✓	✓	✓
We will continue to improve our arrangements for engaging children and young people in decision-making about their lives, including in child protection planning	Sept 2014		✓	
We will promote children and young people's awareness of safeguarding by developing a programme of engagement and participation in schools or other universal setting	April 2016	✓		
We will identify ways to promote safeguarding in the wider community, including through businesses and workplaces	April 2016	✓		

### Lead responsibility for this work

Nottinghamshire Safeguarding Children Board

- Nottinghamshire County Council Children Families and Cultural Services
- Nottinghamshire Early Help Executive

### Related strategies and plans for Nottinghamshire

- [NSCB Annual Reports and Business Plans](#)
- [Looked After Children Strategy](#)
- [Early Help Development Plan](#)
- [Pathway to Provision](#)

## 3.2 Improve health outcomes through the integrated commissioning of children's health services

### Why is this important?

Investing in children's health is an investment in the future. Healthy children and young people are able to enjoy life and achieve their full potential. They are more likely to go on to become healthy adults and parents who in turn promote better health in future generations. Early intervention and prevention to improve children's health and wellbeing can produce longer-term financial savings in higher-cost medical services.

Medical science and technology is advancing but major health inequalities still exist. Poorer health is associated with economic deprivation, both nationally and locally. Integrated working across health, social care and education services is more likely to provide disadvantaged children and young people with the right support. However, the Health and Social Care Act 2012 created an increased number of organisations responsible for commissioning, risking fragmented health service provision.

We addressed this in Nottinghamshire by setting up the Integrated Commissioning Hub, in 2013. This is hosted by the County Council and accountable to the Children's Trust Board. It acts as a single point of coordination for children's health and wellbeing integrated commissioning, on behalf of Clinical Commissioning Groups, the County Council, including Public Health and (from October 2015) NHS England Area Teams.

### What do we know about children and young people in Nottinghamshire?

#### What the data tells us

In many ways, the health of children and young people in Nottinghamshire is similar to the national average, or better. For example:

- a higher proportion of primary school children are of a healthy weight
- a lower proportion of under-18s are admitted to hospital due to alcohol use
- the number of deaths of infants under one year of age is similar to national levels.

However, in some ways their health and wellbeing is worse than the national average. For example, a higher proportion of women smoke during pregnancy and a lower proportion begin breastfeeding.

Across all measures of health and wellbeing, there are significant inequalities across localities, and children from lower income families are less likely to have good health. For example, average life expectancy is much less in the most deprived areas than in the least deprived (a difference of about 9 years for men and 7½ years for women). The rate of teenage pregnancies has reduced, but is still higher than the national average in Ashfield and Mansfield.

### What children, young people and families tell us

Children and young people living in England have said that there are five key areas which are important to them. These are:

- being informed and having a say in decisions about their care
- child-friendly, personalised care
- access to age-appropriate services as they grow, and support through the transition to adult services
- understanding their rights and responsibilities
- the role of school.

(in The Annual report of the Chief Medical Officer, 2012).

### How will we improve the lives of children, young people and families by 2016?

We will improve the provision of health services to children, young people and families through integrated commissioning to improve outcomes.

We expect this to result in better health and wellbeing for children and young people and will use a range of outcomes indicators to measure this. For all of these indicators, we will monitor inequalities across localities and for disadvantaged groups. We aim to achieve:

- a reduction in low birth weights
- increased numbers of mothers who choose to breastfeed
- a reduction in smoking amongst pregnant women at the time of delivery
- more children who are of a healthy weight
- reduced teenage conception rates
- fewer hospital admissions caused by unintentional and deliberate injuries in children aged 0-14 years

We will develop an outcomes indicator for the emotional health and wellbeing of children as part of our review of the Child and Adolescent Mental Health (CAMHS) pathway.



## What will we do to achieve this?

What we will do	We will do this by	Health and Wellbeing Ambition		
		Prevention	Independence	Integration
We will embed integrated commissioning arrangements for children's health services and interventions across the local NHS and local authority organisations.	Dec 2014			✓
We will further improve ways to actively engage children, young people and families in developing and reviewing services and use feedback to inform future commissioning	Dec 2014	✓	✓	✓
We will review the Child and Adolescent Mental Health (CAMHS) pathway, establish if there is a need for a new operating plan and then, if needed, implement any new operating plan	June 2014	✓	✓	
We will work with NHS England to commission the Healthy Child Programme. This will include: <ul style="list-style-type: none"> <li>A new contract and service specification for the School Nursing service in place from April 2015.</li> <li>Completion of the Healthy Schools review and implementation of key recommendations by July 2014</li> <li>Successful transfer of commissioning responsibility for Health Visiting from NHS England to the Local Authority (ICH) from October 2015.</li> <li>Successful transfer of commissioning responsibility for Family Nurse Partnership from NHS England to the Local Authority (ICH) from October 2015.</li> </ul>	Oct 2015	✓	✓	✓
We will review unplanned admissions and avoidable emergency department attendances by children and young people by completing a needs assessment to be included in the JSNA and to inform future commissioning, linking to the Integrated Community Children and Young People's Healthcare priority on reducing hospital admissions	March 2015	✓		
We will work with key stakeholders to improve the quality of and access to Maternity Services by undertaking reviews in the Sherwood Forest Hospitals NHS Foundation Trust and the Nottingham University Hospitals NHS Trust, and implementing recommendations from the reviews.	May 2014	✓	✓	
We will review elements of the Community Paediatric Services provided by the Sherwood Forest Hospitals NHS Foundation Trust and the Nottingham University Hospitals NHS Trust, and ensure that outcome based service specifications and robust quality and performance monitoring processes are in place for: <ul style="list-style-type: none"> <li>Medical Advisors to Adoption Service</li> <li>Medical Services for Looked after Children</li> <li>Child Death Review Process (including rapid response to an unexpected death of a child)</li> </ul>	Dec 2014	✓	✓	
We will champion Children and Young People issues through public health life course areas.	April 2015	✓	✓	✓

### Lead Responsibility

- Nottinghamshire Integrated Commissioning Hub
- Children's Commissioners Forum
- Integrated Commissioning Group: CAMHS,
- Integrated Commissioning Group: Teenage Pregnancy
- Integrated Commissioning Group: Disabled children and SEN
- Nottinghamshire Early Help Executive

### Related Strategies and Plans for Nottinghamshire

- [Integrated commissioning strategy: disabled children and SEN](#)
- [Integrated Commissioning Strategy for Teenage Pregnancy](#)
- [Integrated Commissioning Strategy for CAMHS](#)
- [Early Help Development Plan](#)
- [Pathway to Provision](#)

## 3.3 Close the gap in educational attainment

### Why is this important?

Educational attainment gives young people greater opportunities for employment or further or higher education. It enables them to participate in society, achieving their full potential and contributing to their community and to the economy.

Some children and young people may need more support to enable them to achieve. Both nationally and in Nottinghamshire, there is a gap between the achievements of disadvantaged children and young people and their peers.

For all age groups, those pupils who are eligible for free school meals have lower attainment than their peers, on average. Others who may be disadvantaged include children and young people who:

- have special educational needs (SEN) or disabilities
- have social or behaviour issues, including low attendance at school
- have physical or mental health issues
- are looked after by the local authority.

These issues can be inter-linked, with many children and young people facing difficulties in several areas of their lives.

Nottinghamshire County Council works in partnership with schools and other providers and agencies to close the gap in attainment and to raise the standard of achievement for all children and young people.

Our “Together for Newark” project is a multi-agency project in Newark town which focuses on earlier intervention to close gaps for vulnerable students and families in Newark schools and learning settings. It is developing and evaluating ways in which a wide range of partners can support schools in raising the attainment of disadvantaged learners.

### What do we know about children and young people in Nottinghamshire?

#### What the data tells us

In Nottinghamshire, overall educational attainment continues to improve each year at a higher rate than nationally. Attainment by those from disadvantaged groups is also increasing, but there is still a significant gap between these learners' attainment and that of their peers.

We need to work to reduce this gap, while continuing to promote achievement for all.

Although the “Together for Newark” project is at an early stage, the data on attainment for the 2012/13 academic year suggests that it is improving outcomes for learners who are eligible for free school meals.

### What children, young people and families tell us

Our work to close the attainment gap recognises that all children are unique individuals, and schools are focusing on individualised learning, reaching out to parents and the community.

Our “Together for Newark” project emphasises collaborative working between children, young people, their parents or carers and local partners. This will shape actions within schools and localities, based on a real understanding of how local people see their lives.

### How will we improve the lives of children, young people and families by 2016?

We will reduce the attainment gap between children who are eligible for free school meals and their peers at all ages. This will include:

- attainment at Early Years Foundation stage
- the attainment gap at age 11
- the attainment gap at age 16.

We will aim for continued improvement in the total number of Nottinghamshire learners who achieve 5 or more A\*-C grades at GCSE or equivalent (including English & maths)

We will maintain and improve on the relatively high levels of participation in education, employment and training of young people aged 16-18.

We will increase the proportion of our young people who achieve a full level 3 qualification by the age of 19. We will increase the numbers of young people who achieve A level passes, including at the highest A\*-B grades.

We will also monitor the progress and attainment of looked after children and will aim to reduce the gap between their average attainment and that of their peers.

## What will we do to achieve this?

What we will do	We will do this by	Health and Wellbeing Ambition		
		Prevention	Independence	Integration
We will deliver on the commitment to devolve funding for the support of pupils with emotional and behavioural difficulties to local School Behaviour and Attendance Partnerships	April 2016	✓		✓
We will work in partnership with schools and other organisations to close the gap in educational attainment between disadvantaged children and young people and their peers, delivering actions within our Closing the Gap Strategy	April 2016	✓	✓	
We will identify how partner organisations can contribute to closing the gap in educational attainment, by improving the health and wellbeing of children and young people so that they are able to fulfil their educational potential	April 2016	✓		✓
We will raise the educational achievements and aspirations of looked after children and young people, by providing support and monitoring to the schools that they attend	April 2016		✓	✓
We will raise the educational achievements of children and young people with disabilities and special educational needs, by developing more coordinated support and early help services	April 2016	✓	✓	✓

### Lead responsibility for this work

- Individual schools and colleges
- Local School Behaviour and Attendance Partnerships
- Nottinghamshire County Council Children, Families and Cultural Services
- Nottinghamshire Early Help Executive

### Related Strategies and Plans for Nottinghamshire

- [A Strategy for Closing the Educational Gaps](#)
- [Looked After Children Strategy](#)
- [Integrated Commissioning Strategy: Disabled Children and SEN](#)

## 3.4 Provide children and young people with the early help support that they need

### Why is this important?

Providing early help when families need it is key to improving outcomes for children and young people. It also reduces the likelihood that families will need more costly specialist or statutory services, such as support from Children's Social Care. Early help may involve providing help early in a child's life. It may also be help that is provided early on when an issue emerges, whatever the age of a child or young person.

Early Help Services are provided to children and young people across Nottinghamshire by a range of partner agencies including:

- children's centres
- targeted support services
- health visitors
- school nurses
- Child and Adolescent Mental Health Services
- voluntary sector providers.
- schools, who play a key role in identifying and working with families who may need more support.

To provide effective early help, these organisations need to work together and provide clear pathways of support. This includes early help services working in an integrated way with more specialist services.

### What do we know about children and young people in Nottinghamshire?

#### What the data tells us

In Nottinghamshire, outcomes for children and young people vary across localities and there is an association between poorer health and wellbeing and higher levels of social or economic deprivation. The localities where there are higher numbers of families on low incomes are often those where children have more health and wellbeing issues. These can be inter-linked, with many children and young people facing difficulties in several areas of their lives.

To respond to this, our partner organisations will work together to provide integrated early help services to those who need them most. This may mean providing services in particular localities, or for children and young people who are known to be more likely to be disadvantaged.

### What children, young people and families tell us

Children, young people or their families have told us that:

- they want to be treated with respect
- they want us to keep their information confidential
- they want staff working with them to be appropriately skilled and experienced

### How will we improve the lives of children, young people and families by 2016?

We want children and young people to receive the early help support they need to be safe, healthy and thriving.

We will monitor our progress across a range of key outcomes measures that indicate whether children and young people are safe, healthy and achieving their potential.

We aim to achieve:

- fewer children in need of protection
- fewer first time entrants to the Youth Justice system aged 10-17
- reduced absence in primary, secondary and special schools
- more children aged 0-4 living in low income areas who are supported by children's centres.

Outcomes measures for educational attainment and health also indicate how effective we are in providing early help. These include:

- the educational attainment gap between those learners who are eligible for free school meals and their peers, at all ages
- breastfeeding rates
- the number of children who are of a healthy weight
- the rate of teenage pregnancies.

We will monitor enquiries to the MASH to ensure that they result in appropriate action by Children's Social Care or Early Help Services

In addition, we will introduce a quality measure to show how our early help services are meeting the needs of children, young people and families.



## What will we do to achieve this?

What we will do	We will do this by	Health and Wellbeing Ambition		
		Prevention	Independence	Integration
We will align early help and social care services in localities so that families receive a joined up service	April 2014	✓	✓	✓
We will improve the multi-agency early help offer to children, young people and families simplifying and improving access to services and developing clear pathways into support	March 2014	✓	✓	✓
We will work together to align the services that are commissioned by the Integrated Commissioning Hub with the County Council's early help offer	Oct 2015	✓		✓
We will undertake a rolling programme of needs assessments of key groups of vulnerable children and young people and use this information to inform commissioning priorities	April 2016	✓		
We will review and refresh our family support offer, to establish a consistent approach across the children's workforce	April 2015	✓	✓	✓
We will implement a multi-agency workforce development plan to ensure that we recruit and retain staff who have the necessary skills, knowledge and capacity to meet the needs of vulnerable children or young people and their families	Sept 2014	✓		✓
We will review and refresh our common assessment approach for individual children, young people or families who need integrated early help support	Dec 2014	✓		✓

In addition to the actions described here, we will work together to ensure that the County Council's Multi-Agency Safeguarding Hub (MASH) and early help services are part of an integrated pathway through all our services. This will include bringing together the MASH and the County Council's Early Help Unit. This action is included in our priority to *Work together to keep children safe*.

### Lead Responsibility for this work

- Nottinghamshire Early Help Executive
- Nottinghamshire County Council Children, Families and Cultural Services
- Nottinghamshire Integrated Commissioning Hub
- Teenage Pregnancy Integrated Commissioning Group
- Child Poverty Reference Group

### Related Strategies and Plans for Nottinghamshire

- [Early Help Development Plan](#)
- [Pathway to Provision](#)
- [A Strategy for Closing the Educational Gaps](#)
- [Integrated Commissioning Strategy for Teenage Pregnancy](#)
- [Child and Family Poverty Strategy](#)

## **3.5 Deliver integrated services for children and young people with complex needs or disabilities**

### **Why is this important?**

Advances in medicine mean that many children with quite significant disability are now surviving much longer than previously, across the spectrum of physical and learning disabilities. This means there is a need to support them and their families to deal with a wide range of complex needs, placing a strain on families and also on services such as health, education and social care.

As a county, Nottinghamshire has tried wherever possible to maintain children and young people in mainstream schools, but this brings its own challenges. Feedback from schools, including special schools, is that the overall number of children with disability is increasing and the number at the higher level of need and complexity is increasing too.

Children and young people with high levels of disability and their families need support to deal with their challenges throughout their childhood and youth, but also as they make the transition to adult services. We need to work together to make sure that there are services that respond to and meet these changing needs. This will mean further changes to how services for children and young people work together and how they work with adult services.

This links to changes in national legislation, which will require agencies such as health, social care and education to work much more closely to support this group of children and young people until they are 25.

Our Integrated Commissioning Hub will take a lead role in delivering an integrated approach to commissioning for health and wellbeing, including the actions identified for this priority.

### **What do we know about children and young people in Nottinghamshire?**

#### **What the data tells us**

There is no definitive data that identifies the number of children or young people with disabilities, but there is some data on likely numbers. We know that;

- 1% of Nottinghamshire pupils have a Statement of Special Educational Needs
- in the 2011 Census, there were 5,769 children and young people (aged 0-15 years) with long-term health or disability problems (up from 5,473 in 2001)
- there has been a 70% increase in the number of 0-17 year old Disability Living Allowance claimants between 2002 and 2012 (3,350 in 2002; 5,680 in 2012).

#### **What children, young people and families tell us**

Feedback from families consistently identifies the challenge of dealing with a range of professionals, assessments and organisations, adding to the difficulties they already face.

#### **How will we improve the lives of children, young people and families by 2016?**

Disabled children and young people and their families will experience services that work more closely together. Assessments and plans will be more coordinated, and will be developed together with families.

We will increase the number of families who have an Education, Health and Care Plan in place, ahead of this becoming a statutory requirement.

## What will we do to achieve this?

What we will do	We will do this by	Health and Wellbeing Ambition		
		Intervention	Independence	Integration
We will establish the 'Education Health and Care Plan' pathway, bringing together the families and agencies for children and young people aged 0-25 with Special Educational Needs and disabilities, so that they have coordinated individual support plans.	Sept 2014		✓	✓
We will implement the recommendations from the Integrated Children and Young People's Community Healthcare Programme report, including: <ul style="list-style-type: none"> <li>A multi-agency single point of access for information, advice and services</li> <li>The Integration and networking of services. For example, we will integrate Children's Community Nursing and Special School Nursing Services.</li> </ul>	April 2015	✓	✓	✓
As we develop a new operating model for County Council children's services, we will review the support services to children with disabilities and identify where we can deliver more integrated service provision across children's social care, education support and health commissioning.	April 2015		✓	✓

### Lead Responsibility

- Integrated Commissioning Group: Disabled Children and SEN
- Nottinghamshire Integrated Commissioning Hub
- Nottinghamshire County Council Children, Families and Cultural Services

### Related Strategies and Plans for Nottinghamshire

- [Integrated Commissioning Strategy: Disabled Children and SEN](#)

## 4 How we will measure impact for children, young people and families

We will use these outcomes indicators to measure the impact on the lives of children, young people and families. We monitor our progress through our quarterly performance reports.

Priority	Outcome Indicator	Also in Health and Wellbeing Board Local Outcomes Framework	Also in Early Help Impact Reports
Work together to keep children safe	Initial assessments for Children's Social Care carried out within timescales		
	Core assessments for Children's Social Care carried out within timescales		
	Re-referrals to Children's Social Care		
	Children who are subject to a child protection plan for 2 years or more		
	Children becoming the subject of a child protection plan on more than one occasion		
	Percentage of Children's Social Care quality audits assessed as adequate or better		
	Percentage of children adopted placed with their adopters within 21 months of becoming looked after		
	Looked after children with 3 or more placements in any one year		
Provide children and young people with the early help support that they need	The number of contacts made to Children's Social Care		
	Child protection plan rate per 10,000		✓
	Percentage of children aged 0-4 living in low income areas seen at children's centres		✓
	First time entrants to the Youth Justice System aged 10-17 (per 100,000)	✓	✓
	Unauthorised absence in primary, secondary and special schools		✓
	Dependent children in households whose income is below 60% of the national average	✓	✓
	Percentage of children having their needs met by early help services		✓
	Percentage of enquiries to the MASH that result in appropriate action by Children's Social Care or Early Help Services		✓
Close the gap in educational attainment	Early years foundation stage attainment		
	Attainment gap at age 11 between pupils taking free school meals and the rest ( <i>during past six years</i> )	✓	✓
	Achievement of 5 or more A*-C grades at GCSE or equivalent (including English & maths)		
	Attainment gap at age 16 between pupils taking free school meals and the rest ( <i>during past six years</i> )		✓
	Participation in education, employment and training of young people aged 16-18		
	Percentage of young people aged 16-18 not in education, employment or training (NEET)		✓
	Percentage of young people aged 16-18 whose education, employment or training destination is not known		
	Percentage of young people who have attained a full Level 3 qualification by 19		
Deliver integrated services for children and young people with complex needs or disabilities	The number of families who have an Education, Health and Care Plan in place (prior to it becoming a statutory requirement)		
Improve children and young people's health outcomes through the integrated commissioning of services	Percentage of women smoking at the time of delivery		
	Breastfeeding initiation at the time of delivery		
	Breastfeeding prevalence at 6-8 weeks, including mixed feeding methods	✓	✓
	Hospital admissions caused by unintentional and deliberate injuries in children aged 0 -14 years		
	Excess weight in primary school age children in Reception Year	✓	
	Excess weight in primary school age children in Year 6	✓	
	Under 18 conception rate (per thousand females aged 15-17)	✓	✓
	<i>We will develop a performance indicator for emotional wellbeing as part of the review of the CAMHs pathway</i>		

## 5 Related documents for Nottinghamshire

**These are the key information sources referred to in this Plan.**

Health and Wellbeing Strategy for Nottinghamshire

[www.nottinghamshire.gov.uk/caring/yourhealth/developing-health-services/health-and-wellbeing-board/strategy](http://www.nottinghamshire.gov.uk/caring/yourhealth/developing-health-services/health-and-wellbeing-board/strategy)

Nottinghamshire Safeguarding Children Board (NSCB) annual reports and business plans

[www.nottinghamshire.gov.uk/caring/protecting-and-safeguarding/nscb](http://www.nottinghamshire.gov.uk/caring/protecting-and-safeguarding/nscb)

Joint Strategic Needs Assessment (JSNA) for Nottinghamshire

[www.nottinghamshire.gov.uk/thecouncil/plans/strategydevelopment/joint-strategic-needs-assessment](http://www.nottinghamshire.gov.uk/thecouncil/plans/strategydevelopment/joint-strategic-needs-assessment)

Nottinghamshire Children's Trust Participation Strategy

[www.nottinghamshire.gov.uk/caring/childrenstrust](http://www.nottinghamshire.gov.uk/caring/childrenstrust)

Equality Impact Assessment for the Nottinghamshire Children, Young People and Families Plan 2014-16

[www.nottinghamshire.gov.uk/thecouncil/democracy/equalities/eqia/](http://www.nottinghamshire.gov.uk/thecouncil/democracy/equalities/eqia/)

Nottinghamshire Pathway to Provision

[www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/pathway-to-provision-documents](http://www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/pathway-to-provision-documents)

Nottinghamshire Early Help Development Plan

[www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/earlyinterventionpreventionstrategy](http://www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/earlyinterventionpreventionstrategy)

Nottinghamshire County Council: Looked After Children Strategy

[www.nottinghamshire.gov.uk/caring/childrenstrust/developmentwork/lookedafterchildren](http://www.nottinghamshire.gov.uk/caring/childrenstrust/developmentwork/lookedafterchildren)

Integrated Commissioning Strategy for CAMHS

[www.nottinghamshire.gov.uk/caring/childrenstrust/developmentwork/camhsintegratedcommissioning](http://www.nottinghamshire.gov.uk/caring/childrenstrust/developmentwork/camhsintegratedcommissioning)

Integrated Commissioning Strategy for Teenage Pregnancy

[www.nottinghamshire.gov.uk/caring/childrenstrust/developmentwork/teenage-pregnancy](http://www.nottinghamshire.gov.uk/caring/childrenstrust/developmentwork/teenage-pregnancy)

Integrated Commissioning Strategy: Disabled Children and SEN

[www.nottinghamshire.gov.uk/caring/childrenstrust/developmentwork/disabilitysenintegratedcommissioning](http://www.nottinghamshire.gov.uk/caring/childrenstrust/developmentwork/disabilitysenintegratedcommissioning)

Nottinghamshire County Council: A Strategy for Closing the Educational Gaps

[www.nottinghamshire.gov.uk/caring/childrenstrust/developmentwork/closinggaps](http://www.nottinghamshire.gov.uk/caring/childrenstrust/developmentwork/closinggaps)

Child and Family Poverty Strategy

[www.nottinghamshire.gov.uk/caring/childrenstrust/developmentwork/childpoverty](http://www.nottinghamshire.gov.uk/caring/childrenstrust/developmentwork/childpoverty)

## 6 Partnerships in Nottinghamshire

**The most up-to-date information about the work of Nottinghamshire Children's Trust and other partnerships is available from Nottinghamshire County Council's web-site.**

Nottinghamshire Children's Trust

[www.nottinghamshire.gov.uk/caring/childrenstrust](http://www.nottinghamshire.gov.uk/caring/childrenstrust)

Health and Wellbeing Board for Nottinghamshire

[www.nottinghamshire.gov.uk/caring/yourhealth/developing-health-services/health-and-wellbeing-board](http://www.nottinghamshire.gov.uk/caring/yourhealth/developing-health-services/health-and-wellbeing-board)

Nottinghamshire Safeguarding Children Board (NSCB)

[www.nottinghamshire.gov.uk/caring/protecting-and-safeguarding/nscb](http://www.nottinghamshire.gov.uk/caring/protecting-and-safeguarding/nscb)



**10 February 2014****Agenda Item: 6****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND  
INCLUSION****PROPOSAL TO CLOSE DAYBROOK LEARNING CENTRE****Purpose of the Report**

1. To seek approval to close the Pupil Referral Unit (PRU) known as Daybrook Learning Centre with effect from 31 August 2014, and accelerate a plan to deliver alternative provision for permanently excluded pupils in line with statutory requirements.

**Information and Advice**

2. The Children and Young People's Committee agreed on 16 September 2013 to consult on a proposal to close Daybrook Learning Centre with effect from 31 August 2014. The period of consultation took place between 23 September and 6 December 2013.

**Context**

3. Daybrook Learning Centre serves the south of the County (Rushcliffe, South Broxtowe and Gedling) and is located in Arnold. It is currently commissioned to provide 44 places for pupils between the ages of 11-16 years who are at risk of or who have been permanently excluded from school. It provides out of school provision for children and young people of secondary school age who are currently not in other schools as a result of their behaviour. It is designated as a Pupil Referral Unit (PRU) and as such is subject to inspection by Ofsted. The planned admission number will be reduced from 44 to 20 with effect from 1 April 2014. If Daybrook Learning Centre is to remain open this number will reflect the requirements of the secondary schools it serves; this reduction in numbers is in line with the reductions at all PRUs.
4. The total number of places available to partnerships or individual schools in the south of the County is currently 44. From September 2013, the equivalent of 23 places transferred to partnerships in order for them to make local arrangements and some financial resources were devolved to partnerships, released through staff vacancy funding. 21 places are currently commissioned from Daybrook Learning Centre, as shown in **Table 1**.

**Table 1: Daybrook Learning Centre – January 2014**

Partnership	Place Allocation	No of Commissioned Partnership Places	Actual number of Commissioned Places on PRU Roll (Jan 2014)
South Broxtowe	11	5	6
Gedling	20	13	7
Rushcliffe	11	5	6
Toot Hill	2	0	2
<b>Total</b>	<b>44</b>	<b>23</b>	<b>21</b>

5. The projected learner numbers on roll for September 2014, based upon partnerships continuing to maintain zero permanent exclusion are:

<b>KS3 (Years 7 and 8)</b>	<b>2</b>	<i>(of whom 1 will commence a long term transitional programme during Spring term 2014 back to mainstream school)</i>
<b>KS4 (Year 10)</b>	<b>1</b>	<i>(who is expected to transfer to a Special School or specialist provision during Spring term 2014)</i>
<b>KS4 (Year 11)</b>	<b>7</b>	
<b>Total</b>	<b>10</b>	

(Eleven current Year 11 learners will leave statutory education on 27 June 2014).

6. The rationale for consulting on the closure of Daybrook Learning Centre relates in part, to the successful implementation of the Social, Emotional and Behavioural Difficulties (SEBD) Review, which has led to an approach where the County Council has progressively devolved resources to partnerships of schools to encourage collective responsibility and reinforce other positive processes (such as fair access and managed moves). This has led to schools increasingly retaining responsibility for their most challenging young people and resulted in a significant reduction in permanent exclusions and a much reduced need for Pupil Referral Units.
7. Daybrook Learning Centre was originally identified for possible closure because of issues with performance, a significant reduction in permanent exclusions and a much reduced need to place pupils at Daybrook Learning Centre, along with a concern about the high average per capita cost of placement. There is also a strong consensus that the needs of learners who would have previously attended Daybrook Learning Centre may be better met in mainstream or other settings with support, or by personalised learning arrangements (including alternative providers) giving a mixture of formal education and work based learning.
8. Since the start of the consultation Daybrook Learning Centre has undergone an Ofsted inspection in October 2013 and graded as Requires Improvement (RI). A further HMI monitoring inspection in December 2013, in line with national requirements, confirmed that the *'Senior Leaders and Governors are taking effective action on the key areas of improvement identified at the most recent section 5 [Ofsted] inspection'*.



9. This report is linked to a corresponding report also being considered at this meeting 'Specialist provision for children with Social Emotional and Behavioural Difficulties (SEBD): options and recommendations'. This report describes, amongst other things, proposals for arrangements for specialist provision for pupils with the most challenging behaviour in Nottinghamshire.

## **Consultation**

10. Approximately 300 consultation questionnaire documents were distributed to:
- Elected Members
  - MPs in the south of Nottinghamshire
  - Recognised Trades Unions
  - Daybrook Learning Centre Staff team and other learning centre teams affected by the proposal
  - Each Management Committee affected by the proposal
  - Parents/carers of pupils on roll
  - Learners on roll
  - Schools and Partnerships affected by the proposals
  - County Council Services including Health and Police
  - Alternative Provision and independent providers
  - Church of England and Catholic Dioceses
  - Broxtowe, Gedling and Rushcliffe Borough Councils
  - Neighbouring Local Authorities (Nottingham City, Leicestershire, Lincolnshire, Derbyshire)
  - Department for Education
  - Ofsted
  - Local residents
11. Out of the 300 questionnaires issued a total of 26 responses were received from stakeholders of which 23 were opposed to closure, two agreed and one had no view.
12. Formal consultation meetings were held with staff, the Management Committee and residents and community groups. Although parents/carers, other service users and schools were invited to separate meetings, no one attended these.
13. Discussions were held with school partnerships as part of the implementation of the SEBD Strategy. This included meetings with head teachers of four Gedling secondary schools, the majority of Rushcliffe secondary schools and all South Broxtowe secondary schools. Meetings were also held with senior local authority officers.

14. Individual meetings were held with some learners who were invited to respond to set questions. As no parent/carers attended the formal meetings, individual telephone conversations were arranged with parents/ carers as a response to them not attending the formal meetings in order to elicit their views.

### **Summary of consultation responses**

15. The summary of consultation responses is as follows:
- The staff whose professional careers depend upon Daybrook Learning Centre have understandably opposed the closure. During the consultation period a number of staff have secured alternative employment. The view that Daybrook Learning Centre should not close was also taken by the Management Committee.
  - Only a small number of responses opposing the closure have been received from parents and learners
  - There has been little active support for Daybrook Learning Centre to remain open from individual schools and school partnerships. This is also the case in relation to other services and local residents
  - The majority of schools, through their school partnerships served by Daybrook Learning Centre, have expressed a desire to retain their own students, with the exception of a small number of learners with very complex social, emotional and behavioural difficulties (SEBD) needs
  - An organisation responsible for commissioning, registering and quality assuring Alternative Providers in Nottinghamshire has identified 12 providers who are able to put provision in place for pupils within six days of the issue of a permanent exclusion, which is the statutory requirement.
16. Taking into account the consultation responses, the proposal remains unchanged that Daybrook Learning Centre should close on 31 August 2014. This is because officers have not been dissuaded from the view that outcomes for children and young people will be improved and resources used more effectively where schools retain responsibility for learners who would otherwise have been placed at Daybrook Learning Centre. The concerns expressed by those opposed to the closure are mainly about the timing of the closure and the perceived loss of specialist support. These concerns will be used to inform the development of alternative models of provision.
17. Written responses were received on the reply form provided, via the County Council's website or by electronic mail. These written responses, together with notes of formal meetings, are available as a background paper to this report. A full summary of the comments made is included in **Appendix 1**.
18. If approval is given to close Daybrook Learning Centre, planning for pupils from 1 September 2014 will be accelerated to ensure there are suitable pathways for each of the 10 learners who could potentially be on roll, which will largely be through

commissioned alternative provision. Of these 10 learners, eight will be year 11 and, historically, year 11 learners are educated off site.

19. Each school partnership will be invited to use the additional revenue released from the closure of Daybrook Learning Centre to accelerate arrangements in their own localities. In addition, arrangements will be confirmed which will ensure that the County Council continues to deliver its statutory duty *“to make arrangements for the provision of suitable education at school (including pupil referral units), or otherwise than at school, for children of compulsory school age who, by reason of illness, exclusion from school or otherwise, will not receive a suitable education without those arrangements”* (Education Act 1996, Section 19).
20. Arrangements will be put in place to support the 17 teaching, support and administrative staff affected by closure in line with County Council HR guidance. Ancillary staff (Site Manager, Cleaners and Cook Supervisor) affected by the closure are currently employed through a Service Level Agreement.
21. The affected posts are as follows;

**Post**

Assistant Head Teacher	1
Out of School Provision Lead	1
Locality Inclusion Lead	1
Specialist Teacher with TLR	1
Specialist Teaching Assistant	6
Admin Team Leader	1
Administrator	1
Receptionist/Administrator	1
Site Manager	1
Cleaner	2
Cook Supervisor	1

**Total no of people** **17**

**Statutory Notice**

22. There is no requirement to issue a statutory notice to formally close Daybrook Learning Centre or seek the consent of the Secretary of State because it is not in special measures or requiring significant improvement.

**Other Options Considered**

23. In making this recommendation only one alternative option has been considered, which is to keep Daybrook Learning Centre open and continue to improve the standards so that it delivers high quality provision. Whilst there is evidence that standards are improving at Daybrook Learning Centre, the loss of staff and the momentum of change being generated through the implementation of the SEBD strategy, alongside the Rushcliffe Partnership of Schools not opposing closure, reinforces the view that it is more appropriate to invest time and funding in collaborating with schools and other providers to develop local provision in each district.

24. In the event that the Committee agrees the recommendation to close Daybrook Learning Centre, the County Council will need to consider the options for the future use of the building beyond 1 September 2014.

### **Reasons for Recommendation**

25. The primary reason for recommending the closure of Daybrook Learning Centre is because it does not represent good value for money when set alongside the outcomes achieved by a small cohort of learners.
26. The 2014/15 full year cost of operating Daybrook Learning Centre including staffing and provision resource costs would be £631,278.
27. There are currently 21 pupils on roll at Daybrook Learning Centre of whom 16 are taught off site using alternative providers or attending another learning centre. This equates to £29,848 per place. The view of officers is that it is possible to develop better alternatives in each locality currently served by Daybrook Learning Centre which will produce better outcomes for pupils and better value for money. Where partnerships have indicated they wish the County Council to continue to make provision for permanently excluded pupils, it will be possible to secure more cost effective provision which will deliver better outcomes.
28. The devolution of SEBD resources will result in each district receiving significant additional resources with which to create alternative provision through an accelerated plan supported by County Council officers. This will include a commissioning process beginning with confirming pathways for existing learners on the roll of Daybrook Learning Centre.

### **Statutory and Policy Implications**

29. This report has been compiled after consideration of implications in respect of finance, the public sector equality duty, human resources, crime and disorder, human rights, the safeguarding of children, sustainability and the environment and those using the service and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

### **Implications for Service Users**

30. Pupils at risk of or who have been permanently excluded from a secondary school in the south of the County or who live in the south of the County are service users alongside the schools which are managing their challenging behaviour. Action will be taken to explore on an individual basis arrangements for alternative provision for those pupils who would have ordinarily been admitted to Daybrook Learning Centre due to the need to prevent or because of a permanent exclusion.
31. This will be through one of three pathways:
- localised provision developed with each school behaviour and attendance partnership or in some cases with individual schools
  - alternative provision for Key Stage 4 learners

- admission to another learning centre or other commissioned provision.
32. For year 10 pupils on roll from September 2013 arrangements will be made to ensure that they are able to complete any accredited courses that they will be undertaking over the next two years.
  33. In addition to secondary schools being invited to respond formally to the consultation, meetings have been held with each school partnership affected to ascertain how they wish to proceed should the proposal to close be approved. Rushcliffe Partnership Head Teachers are clear they will use the additional revenue generated to develop provision for pupils at risk or who have been permanently excluded. Gedling Head Teachers from five schools are exploring the use of an alternative to Daybrook Learning Centre. South Broxtowe Partnership School Head Teachers are considering their plans and have a further meeting in early January 2014 to look at how they will progress alternatives to Daybrook Learning Centre should it close.
  34. A local community group known as the 'Daybrook Crew' has opposed the closure of the Centre. This opposition relates to the group's use of the premises for one evening per week. In the event of closure of the Centre, the Council would wish to work with the group to identify future provision.

### Financial Implications

35. The closure of Daybrook Learning Centre will release revenue and capital resources which will be reinvested in the south of the County to support partnership developments. This will ensure that appropriate provision for learners with SEBD is in place.
36. Maximum staffing costs for Daybrook Learning Centre in the 2014/2015 financial year are £422,225. This is based on retaining the existing staffing structure, without filling staff vacancies, between April – August 2014 at a cost of £185,227. Should Daybrook Learning Centre remain open a new staffing structure will need to be implemented from 1 September 2014 with a staffing cost of £236,998. If the decision is for Daybrook Learning Centre to stay open a proposed new structure would be presented to the Management Committee for ratification at the spring term meeting.
37. The release of resources/cash to partnerships would be in three phases:
38. **Phase 1:** in autumn term 2013 and spring term 2014 (financial year 2013/2014) money available through unfilled vacancies at Daybrook Learning Centre totalling £192,653 has been released to partnerships. The remaining 12 staff continue to be employed to teach and support the 21 learners on roll and could also be used to support partnerships in schools to prevent permanent exclusion
39. **Phase 2:** in summer term 2014 (financial year 2014/2015), learner numbers will reduce further when year 11 learners complete their statutory education at the end of June. This would enable further release of cash to partnerships. The total amount for release is £394,280

40. **Phase 3:** In autumn term 2014 (financial year 2014/2015) if partnerships and schools take the remaining 10 learners back onto their roll there will no longer be any learners on the roll of Daybrook Learning Centre. In this case, the balance of resources available to be devolved to partnerships or individual schools (up to the end of financial year 2014/2015) would be £236,998. If partnerships and schools do not take the remaining 10 learners back onto their roll the County Council will need to retain £113,392 to commission Alternative Provision for these learners. These 10 learners would then remain the statutory responsibility of and be monitored by the County Council.
41. It is intended that the maximum total resources which could be available for partnerships by the end of 2014/15 financial year is £631,278.

### **Public Sector Equality Duty Implications**

42. White boys and pupils with SEN are over-represented in the group of pupils who are disadvantaged by exclusion. New arrangements will reduce the impact on this vulnerable group.
43. Equal opportunities issues for staff will be addressed within an agreed enabling document which will follow an agreed standard format.
44. An Equality Impact Assessment has been undertaken and is available as a background paper. Decision makers must give due regard to the implications for people with protected characteristics when considering this report.

### **Crime and Disorder Implications**

45. Appropriate consideration has been given to the Crime and Disorder Act 1998. It is the view of the County Council that this proposed closure does not pose a significant risk to increasing criminal activity within the locality.
46. The local neighbours and residents who attended the consultation meeting expressed a concern about a possible increase in vandalism if the building were to be unoccupied as occurred when it was vacant in the past. The County Council would therefore take the appropriate action to minimise this risk.

### **Safeguarding of Children and Vulnerable Adults Implications**

47. Children who are in receipt of provision at Daybrook Learning Centre are entitled to receive provision of a high quality education, which is subject to safeguarding and quality assurance procedures. An approved provider framework and daily monitoring arrangements will ensure that children receive their education in high quality and safe environments.

### **Human Resources Implications**

48. Subject to the outcome of the consultation process, any decision to close Daybrook Learning Centre will be addressed in line with HR policies and procedures, including consultation with the recognised Trade Unions.

49. The Management Committee will be supported by County Council officers to ensure that decisions about staffing in the school are made in accordance with employment law and the Local Authority's previously determined policies.
50. A consultation and communication strategy has been developed in line with statutory processes relating to the closure of a school.

## **RECOMMENDATION/S**

That:

- 1) approval is given for the closure of Daybrook Learning Centre with effect from 31 August 2014
- 2) arrangements are accelerated to ensure that all pupils currently on roll are placed in suitable provision from 1 September 2014
- 3) plans are accelerated for each school partnership to develop alternative provision for pupils at risk of permanent exclusion.

**John Slater**

**Service Director, Education Standards and Inclusion**

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## **Constitutional Comments (LM 17/01/14)**

51. The recommendations in the report fall within the remit of the Children and Young People's Committee.

## **Financial Comments (KLA 24/01/14)**

52. The financial implications of this report are set out in paragraphs 35 to 41.

## **Background Papers and Published Documents**

- 1) An update on Nottinghamshire's strategy for pupils with social, emotional and behavioural difficulties (SEBD) - 'Five steps to collective responsibility' – report to Children & Young People's Committee on 16 September 2013
- 2) The document for parents/carers, staff, governors and other interested parties explaining the proposal to close Daybrook Learning Centre, published on 23 September 2013
- 3) Written responses received during the formal consultation period that expired on 6 December 2013
- 4) Notes of questions and views expressed and discussed at the consultation meetings held between 23 September and 6 December 2013 with staff, Management Committee, schools, LA services and local community

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- 5) Learners' views
- 6) Parent/carer views
- 7) Equality Impact Assessment

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.

#### **Electoral Divisions and Members Affected**

All.

C0356

## Proposed Closure of the Daybrook Learning Centre (DLC)

## Appendix 1

The number of consultation documents distributed was approximately 300

Comments/Issues/Points raised at consultation meetings and within Written/Electronic/On-line responses:

	No. of responses received	No. of responses received	No. of responses received
	Agreed	Disagreed	Didn't Know
Parent/Carer of pupil attending DLC	0	2	0
Parent/Carer of pupil not attending DLC	1	0	0
Member of DLC Management Committee	0	0	0
Staff employed at DLC	0	9	0
Staff not employed at DLC	0	1	0
Pupil attending DLC	0	6	1
Pupil not attending DLC	0	0	0
Other	1	5	0
<b>TOTALS</b>	<b>2</b>	<b>23</b>	<b>1</b>
Where reply forms indicated more than one type of respondent, only one has been included in the table above using a priority order of 'parent/carers', governor, 'staff' and then 'other'.			

A total of 26 (8%) responses from 300 consultation documents issued were received from stakeholders of which 23 were opposed to closure, two agreed and one had no view.

In addition formal consultation meetings were held with staff, the Management Committee, and residents and community groups.

Although parents/carers, other service users and schools were invited to separate meetings, no one attended these.

Daybrook Learning Centre arranged for individual meetings with learners who were invited to respond to set questions. In addition, individual telephone conversations were arranged with parents/carers as a response to their not attending the formal meetings.

## **Summary of Stakeholder Views**

### **The SEBD strategy and decision making process**

Staff responses described concerns that closure will limit the options available and lead to inequality of access to provision compared to the districts served by the two other learning centres.

A response by a member of staff described how well the Centre had coped with a number of significant challenges and had responded very positively to the challenges noted in the LA Review. This led to significant improvements noted in the Ofsted inspection of October 2013. They also described that exclusions in the south continue at the same rate as last year. Whilst they agree with the vision of schools taking more responsibility for learners with SEBD, it is too early for schools to develop suitable alternatives to Daybrook Learning Centre and the plans are not robust enough at this stage to provide a secure alternative.

The Management Committee opposed the proposal to close with eight against and one abstention. They were concerned that higher level needs would not be met and the funding model would not be maintained. In addition, there were concerns that there would be insufficient short term placements for pupils in crisis.

A school in South Broxtowe is opposed to the closure on the grounds that the basis for closure is unclear. The Council should provide support to improve Daybrook Learning Centre and needs to ensure that it can provide for permanently excluded pupils through a centre which offers 'economies of scale'. The decision about Daybrook Learning Centre should be part of a wider consultation on children who are not 'school ready'. It should also clarify the respective roles of schools and County Council.

Rushcliffe Schools support the closure and schools receiving direct funding to explore other options for alternative provision. They also requested confirmation of year on year funding for Alternative Provision and that it will be available for the medium to long term. Residents supported the strategy of exploring alternative solutions in localities and it would be beneficial for Gedling Schools to access the premises.

Residents were concerned about impact on provision if academy schools do not cooperate.

### **Staffing matters**

There were nine individual staff responses to the consultation, all of which were opposed to the closure.

At the staff consultation attended by staff and Recognised Trade Unions (RTUs) clarification was provided that were Daybrook Learning Centre to close all staff would be in a redundancy situation and in the event of it remaining open there will be a staffing re-structure to reflect the reduction in numbers requiring provision. In either event the implementation date will be 1 September 2014.

Staff opinion was that the perpetual loss of staff due to the threat of closure will contribute to its closure.

## **Building and site related issues**

Residents' concerns about increased vandalism if the Centre closed and was not used. Strong recommendation from residents that it should remain as premises for Council services if Daybrook Learning Centre closes.

There was strong support for the youth club to be able to continue.

## **Financial issues**

Residents commented on viability issues at the other centres which would need addressing with falling numbers. There was a strong consensus that Daybrook Learning Centre does not provide value for money or appropriate outcomes for pupils on roll.

## **Pupil, Curriculum, Community and other related issues**

The six out of the seven learners who responded were opposed to closure because of the positive impact Daybrook Learning Centre has had on their progress and attitude to learning which they state is far better than they received in their mainstream school. This is because of small group sizes, the staff treat them as individuals and are able to assess their moods on arrival and help them to manage their emotions better. They also describe how being at Daybrook Learning Centre assists them in their preparations to return to school.

One learner who had been at Daybrook Learning Centre and was now attending an alternative provider expressed no preference as to whether it closed or stayed open.

The two parent/carers who responded were opposed to closure because of the positive impact Daybrook Learning Centre has had on their child's progress and attitude to learning which they state is far better than they received in their mainstream school. This is because of better more balanced communication with the Centre which reports on successes frequently and engages them in planning and reviewing progress.

Staff shared concerns about the loss of a facility which schools had requested for time limited placement for learners at risk of permanent exclusion. Also there were concerns expressed about the County Council delivering on its duty to provide for permanently excluded pupils from the sixth day.

A number of staff respondents described the importance of their work in providing the facility for small group work, one-to-one sessions, and a consistent approach to supporting young people which builds their self-esteem, confidence and raises their aspirations.

Staff also expressed concerns that there would be a loss of holistic support from specialist staff to motivate and re-engage students on their learning journey and return to mainstream schools.

Staff have expressed concerns about viable alternatives if Daybrook Learning Centre closes and are concerned that schools may not meet the emotional and social needs as well as Daybrook Learning Centre does.

Concerns were expressed about the negative impact of closure on vulnerable learners already on roll. Also the additional costs to transporting pupils to one of the other two centres and their removal from their locality would be barriers to re-integration.

An 'other interested party' respondent was opposed to the closure because it makes provision for people who get angry a lot.

Another respondent noted that Daybrook Learning Centre provides a nurturing environment in a way which mainstream schools cannot and releases the potential of learners. It also encourages friendships.

Residents noted that the site provides a safe amenity for young people in the area through a youth club and would want that to continue if it does close. There were concerns about increased vandalism if it closes.

**10 February 2014****Agenda Item: 7****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND  
INCLUSION****SPECIALIST PROVISION FOR CHILDREN WITH SOCIAL, EMOTIONAL AND  
BEHAVIOURAL DIFFICULTIES (SEBD): OPTIONS AND  
RECOMMENDATIONS****Purpose of the Report**

1. To provide an update on the progress that has been made in implementing the review of arrangements for children and young people with Social, Emotional and Behavioural Difficulties (SEBD) in Nottinghamshire.
2. To summarise the outcomes of the options appraisal and propose a way forward for the development of specialist SEBD provision within Nottinghamshire.

**Information and Advice****Context**

3. A report was submitted to the Children and Young People's Committee on 16 September 2013, which provided an update on the progress of Nottinghamshire's strategy for pupils with SEBD. The strategy is known as 'Five steps to collective responsibility' and describes a programme of change for SEBD arrangements in Nottinghamshire.
4. The strategy identified five key steps for establishing collective responsibility in order to deliver the required changes. The notion of collective responsibility involves arrangements between partnerships of schools, individual schools and the County Council.
5. The five steps involve developing:
  - 1) the availability of high quality local alternative provision
  - 2) successful behaviour partnerships between schools
  - 3) specialist support to primary schools
  - 4) the role of the learning centres (PRUs).
  - 5) proposals to establish specialist SEBD provision in Nottinghamshire
6. Since September 2013, there have been a number of significant developments in relation to implementing the first four steps of the strategy described above. These are as follows:

- 1) an approved database of providers of alternative education has been established. These providers have been quality assured in line with Ofsted requirements and may be accessed by schools and the Local Authority.
  - 2) secondary behaviour partnerships have been established across the County. Funding has been transferred to the partnerships in order that partnerships are able to begin to make more appropriate arrangements in their locality for young people who require an alternative approach
  - 3) primary behaviour partnerships have also been established and are working towards finalising formal agreements with the Local Authority which will allow devolution of resources to these partnerships by April 2014
  - 4) The role of the Pupil Referral Unit (PRU) has been defined and new relationships between the PRU and partnerships of schools have been developed. As a result of these new relationships, there is evidence that the number of permanent exclusions has decreased and the corresponding reliance on the PRU has reduced.
7. The fifth area of strategic development relates to the establishment of specialist SEBD provision and has been subject to further research and investigation. The outcomes of this are contained within this report and include an options appraisal and a number of recommendations for the future delivery of SEBD provision.

### **Nottinghamshire's current position regarding specialist SEBD provision**

8. It is acknowledged that a small minority of children and young people with SEBD would benefit from a more specialist approach to their education. Nottinghamshire currently does not maintain its own specialist SEBD School. Such specialist approaches are currently only available through specialist providers.
9. Nottinghamshire currently commissions specialist placements from other local authorities and the independent non-maintained sector. It is recognised that this may be expensive, of variable quality and, in a number of cases, located some distance from the young person's community.
10. One of the key factors underlying the strategy has been the desire to reduce reliance on out-county placements and to achieve better quality and value for money through the provision of high quality local alternatives.
11. This report therefore considers how it is proposed to develop capacity in Nottinghamshire to meet the needs of the most complex and vulnerable group of learners with SEBD within their local communities. The report focusses upon the outcomes of the recent study of options and corresponding consultation with stakeholders relating to the development of specialist provision in Nottinghamshire.

### **Scope of the options appraisal**

12. Before considering potential options for specialist SEBD provision, a number of desirable features were identified. Each option was evaluated against these features. The features are as follows:



The new provision should be able to:

- a. cater for learners with the most complex needs locally, either within the County or as near to their home as possible
- b. deliver good quality education that meets pupil need and results in good outcomes
- c. support and reinforce the work of local behaviour partnerships
- d. prevent an increased demand for specialist placements
- e. provide value for money.

Successful provision should lead to:

- a. reduced out-county placements
- b. good OfSTED reports for provision commissioned by the County Council
- c. increased attendance from pupils
- d. good progress for pupils
- e. stable placements for pupils
- f. a reasonable cost per place

13. In order to develop and appraise options, a needs assessment was undertaken. This included an analysis of data and a sample of pupil files, discussions with a range of practitioners and service managers (across Education and Social Care), and attendance at a Specialist Integrated Resource Panel (SIRP) meeting. Visits were made to a range of existing local providers. Reference was also made to models of provision used in other similar authorities. Subsequently, a representative group of primary, secondary and special school head teachers was established to consider possible options and establish a consensus regarding the way forward.

### **Key findings from the options appraisal**

14. The key findings from the needs assessment and the comparative LA survey are identified below:

15. Currently 70 learners with SEBD are placed in a range of specialist settings at a total cost of £1.2 million, as follows:

Other Local Authority maintained special schools (average cost per place £13,214)	13
Independent Non-maintained Special Schools (average cost per place £27,200)	11
Specialist integrated resource jointly funded placements with health and social care (average cost per place £24,285)	46

16. Historically, pupils with SEBD have been placed in these settings for a number of reasons. These include:

- a. the changing role of the PRU from long term to short term provision
- b. high numbers of permanent exclusions

- c. a lack of suitable local alternative provision
  - d. an increase in the number of children in care requiring out-county residential placements.
17. Out-county placements are not determined simply by the level of pupil need. Such placements may also be influenced by professional beliefs about the desirability of residential school provision. There may also be a tendency for reactive planning and decision-making at times of crisis. Additionally, it is recognised that individual schools and partnerships of schools have differing capacities to support the needs of the most vulnerable learners.
  18. The options appraisal has identified the need to reduce the reliance on expensive out-county placements through the development of high quality local provision. It is recognised that there will still be the need to use some out-county provision, although, with the establishment of more cost effective, high quality local solutions, the need for this will be minimised.
  19. As part of the options appraisal the use of the County Council's existing special schools was considered. Nottinghamshire has 11 special schools, none of which are designated for pupils with complex SEBD. However, many of the young people who are excluded from mainstream school and who attend one of the Pupil Referral Units (PRUs) are acknowledged to have significant special educational needs. The range of opportunities to place these young people in specialist provision appropriate to their needs is limited. This has resulted in a number of young people with complex needs staying within the PRU for extended periods, with no likelihood of a return to mainstream school. Where appropriate (and needs could be met), placements will be made in existing special schools. However it is recognised that there will be some pupils with very challenging behaviour who will be difficult to manage in our special school environments when educated alongside other extremely vulnerable young people with SEN.
  20. In predicting future need for specialist SEBD provision, it is important to take account of recent developments in capacity at school and partnership level. In line with the broader strategy, the majority of the funding available for SEBD is being devolved at local level. There is an increased emphasis on the commissioning of provision by areas and school partnerships. These developments are likely to reduce the need for more specialist options.
  21. A range of alternative options have also been considered. These include the choice between the development of large scale or small scale provision which is either maintained by the Local Authority or commissioned from an external provider.
  22. The option of establishing a single Nottinghamshire maintained specialist SEBD school has been discounted for a number of reasons. There was a strong consensus amongst stakeholders that this option should not be pursued as large scale provision of this nature was perceived to be a high risk, it would be difficult to find an appropriate location and would be against the principle of partnership and locality working.
  23. The benefits of establishing provision maintained by the Local Authority or commissioning provision from external providers have been evaluated. Taking account of the risks associated with provisions of this type and the agreed principle of developing local

solutions, the preferred option would be to develop a mixed economy of providers and solutions. A more flexible model of provision would be a better way of meeting individual needs and providing value for money.

24. Given the constraints affecting both school and Local Authority budgets, and the limited opportunities for future growth, it will be important for any model to be financially realistic and viable.

### **Proposed models of provision**

25. In line with the findings described earlier in this report, it is recommended that a flexible range of solutions be developed. This will result in the development of three models of specialist provision:

Model 1: provision for **primary** aged pupils

Model 2: provision for **secondary** aged pupils

Model 3: provision for those pupils who have additional **complex needs** and who are on the autistic spectrum.

26. The proposed models are described in more detail below.

#### **Model 1: Primary Specialist Provision**

27. It is proposed to establish a partnership resource within a number of partnership areas. The provision will be located within the campus of a mainstream primary school and will be funded by the Local Authority to make provision for a small number of pupils. The partnership will work collaboratively with the Local Authority in order to determine the nature of the provision. The partnership will also help to determine which pupils access this provision and for how long.
28. In the first instance, through collaboration with partnerships, it is proposed to establish three enhanced resource provisions. One provision will be located in the north, a second in the centre and a third in the south of the County. It may be desirable and necessary to increase the number of such provisions over time.

#### **Model 2: Secondary Specialist Provision**

29. It is proposed to offer additional opportunities for secondary partnerships in the north, centre and south of the County to purchase placements at specialist SEBD provision. The groups of partnerships will receive an allocation of specialist placements and will be involved in prioritising need and allocating resources for pupils with complex SEBD within their district. Placements for these young people will be commissioned by the Local Authority from a range of independent non-maintained special schools or special schools maintained by other local authorities.
30. Criteria for resource allocation will need to be established and will need to ensure that priority is given to young people who are the most vulnerable (e.g. at most risk of

education/care placement breakdown and for whom it is not reasonable to expect partnerships to manage provision from within their own resources).

### **Model 3: Special School Provision**

31. It is proposed to identify three special schools, one located in the north, a second in the centre and a third in the south of the County with the capacity to develop discrete provision for young people with additional **complex needs** and who are on the autistic spectrum and who are experiencing difficulties managing their behaviours.

### **Other Options Considered**

32. The other options considered are described earlier in this report.

### **Reasons for Recommendations**

33. The preferred options are:
- i. consistent with the broader direction of Nottinghamshire's SEBD strategy
  - ii. most likely to engage schools and other stakeholders in ensuring effective and cost-effective local provision
  - iii. most likely to meet the most complex and individual SEBD needs.

### **Statutory and Policy Implications**

34. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the public sector equality duty, safeguarding of children and vulnerable adults, 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.

### **Crime and Disorder Implications**

35. Increasing the engagement of young people with SEBD in appropriate educational experiences is likely to increase attendance and achieve positive outcomes. This in turn will reduce the likelihood for engagement in negative and criminal activity.

### **Financial Implications**

#### *Primary Specialist Provision*

36. It is proposed to develop three provisions on primary school sites. This will involve diverting high level needs funding previously allocated to pupils in mainstream schools to this provision. Using existing resources to enhance provision in mainstream schools will result in a cost neutral effect.

### *Secondary Specialist Provision*

37. The current quantum of £1.2 million includes resources for specialist provision in other local authorities and independent non-maintained settings. This will be retained centrally but allocated to partnerships in the form of a quota of placements which will be available to them to prioritise against the most vulnerable pupils with SEBD in their district. Again by using existing resources to determine the quota allocation, there will be a cost neutral effect.

### *Special School Provision*

38. The identification of three special schools to deliver specialist provision will result in a potential increased capacity in special schools across Nottinghamshire. The Local Authority proposes to explore an increase in overall capacity in 2015/16 with the Education Funding Agency with the aim of increasing resources available in the centrally retained High Needs block. In the first instance the three schools will be funded as a pilot from September 2014 to April 2015, utilising resources that are currently available within the Schools Budget.
39. Should demand exceed available resources across any of the above developments, consideration of the corresponding necessary increase to the funding quantum would need to be considered by Schools Forum.

### **Human Resources Implications**

40. Any increases in staffing complements required to deliver these proposals will be managed by the governors of the schools hosting the new arrangements.

### **Safeguarding of Children and Vulnerable Adults Implications**

41. Children who are in receipt of specialist provision are entitled to receive provision of a high quality and which is subject to safeguarding and quality assurance procedures.

### **Implications for Service Users**

42. Schools and young people will have access to a range of quality assured local provision, reducing the reliance on out-county placements

### **RECOMMENDATION/S**

That:

- 1) the progress that has been made in implementing the review of arrangements for children and young people with Social, Emotional and Behavioural Difficulties (SEBD) in Nottinghamshire and the outcomes of the options appraisal be noted
- 2) a programme of developing enhanced Social, Emotional and Behavioural Difficulties (SEBD) provisions on primary school campuses be undertaken
- 3) resources be offered to secondary partnerships of schools in order to purchase places in specialist SEBD provision
- 4) the capacity of three Nottinghamshire special schools to deliver educational provision for young people with complex SEBD and SEN be developed.

**John Slater**  
**Service Director, Education, Standards and Inclusion**

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**Constitutional Comments (LM 21/01/14)**

43. The Children and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report.

**Financial Comments (KLA 28/01/14)**

44. The financial implications of the report are set out in paragraphs 36 to 39 above.

**Background Papers and Published Documents**

An update on Nottinghamshire's strategy for pupils with social, emotional and behavioural difficulties (SEBD) - 'Five steps to collective responsibility' – report to Children and Young People's Committee on 16 September 2013

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.

**Electoral Division(s) and Member(s) Affected**

All.

C0358

**10 February 2014****Agenda Item: 8****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND  
INCLUSION****MATTERSEY AND WINTHORPE COMMUNITY PRIMARY SCHOOLS:  
PROPOSALS FOR THE DELIVERY OF EARLY YEARS EDUCATION PLACES****Purpose of the Report**

1. This report seeks the approval of Committee to consult with the staff, governors and parents/carers of the above-named schools and other interested parties about the proposals to provide early years places at the schools.

**Information and Advice**

2. It is Government policy that early years education places can be delivered through Local Authority maintained schools and providers in the private, voluntary and independent sectors.
3. Having considered the implications of providing such places for children living in their catchment areas, the governors of Mattersey and Winthorpe primary schools have decided they wish to develop this provision at the earliest opportunity.
4. Formal requests to initiate the statutory process concerning early years provision has been received by the County Council's Strategic Place Planning and School Admissions (SPP & SA) service from both schools. The SPP & SA service has reviewed the current take up of early years education places in the areas and acknowledges the potential benefits of the proposals for the respective schools. The proposals will provide additional early years places and increase opportunities for parental choice. They will support the schools' aims to provide continuous education from ages 3 through to 11 years.

**Consultation**

5. Under the current provisions of the Education and Inspections Act 2006 (EIA 2006), the County Council is required to publish a Section 19 Notice where it is proposed to lower the age limit of admission to a community school by one year or more. Prior to publication however, it is also a requirement for the County Council to consult with local people so that they can give their views.
6. It is intended to consult with staff, governors and parents/carers of the Mattersey and Winthorpe primary schools and any other interested parties deemed appropriate.



7. Members attention is however drawn to new DfE statutory regulations known as the '2013 Regulations' that, if given Ministerial approval, would become effective from 28 January 2014. Under these new regulations Local Authorities responsible for proposing school infrastructure change, such as described in this report, would no longer need to formally consult with interested parties but would still be required to formally propose such proposals by publishing statutory notices.
8. It is current corporate policy for the County Council to openly engage with members of the public about the services it provides for them and to listen and respond to people's views and concerns through consultation. It is therefore recommended that should the above-mentioned new regulations come into force prior to the date of this Committee meeting, a formal consultation with those identified in paragraph 1 of this report should still proceed.

### **Other Options Considered**

9. The closure during December 2013 of a local pre-school playgroup in Mattersey has reduced parental choice for early years provision. The only other feasible option available to the school for parents who wish their children to receive early years education between the ages of 3-4 years, is to send them to alternative early years providers outside of the village.
10. There is currently no early years provision within the Winthorpe community and the nearest alternative provider is located one and a half miles away from the school.

### **Reason/s for Recommendation/s**

11. The proposals outlined in this report are perceived as being in the best interests of both schools and their respective communities.

### **Statutory and Policy Implications**

12. This report has been compiled after consideration of implications in respect of finance, the public sector equality duty, human resources, crime and disorder, human rights, the safeguarding of children, sustainability and the environment and those using the service and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

### **Implications for Service Users**

13. Children and families will have access to early years education in their immediate locality.

### **Financial Implications**

14. There are no financial implications arising from this report. However, should approval be sought for the publication of statutory notices, any subsequent report would include financial implications.

## **Public Sector Equality Duty Implications**

15. If approval was to subsequently be given for these proposals to proceed, the proposals will ensure the availability of an early years education place for all children whose parents wish them to have one.
16. Equal opportunities issues for staff will be addressed within an agreed enabling document which will follow an agreed standard format.
17. Prior to requesting any formal approval for the implementation of the proposals referred to in this report, consideration will be given to undertaking Equality Impact Assessments in due course.

## **Crime and Disorder Implications**

18. Appropriate consideration has been given to the Crime and Disorder Act 1998. It is the view of the County Council that these early years places proposals do not pose a significant risk to increasing criminal activity within the locality of the two schools.

## **Human Rights Implications**

19. Parental preference will be facilitated.

## **Implications for Sustainability and the Environment**

20. By providing local early years education places, the need for travelling to alternative providers by car can be reduced.

## **RECOMMENDATIONS**

That:-

- 1) consultations be approved with the staff, governors and parents/carers of Mattersey and Winthorpe Primary Schools and other appropriate interested parties, to consider the proposals to provide early years places at the schools
- 2) a further report be submitted to this Committee on the outcome of the consultations with recommendations for action.

**John Slater**  
**Service Director, Education Standards and Inclusion**

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### **Constitutional Comments (LM 21/01/14)**

21. The Children and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report.

### **Financial Comments (KLA 24/01/14)**

22. There are no financial implications arising directly from this report.

### **Background Papers and Published Documents**

- 1) Letter dated 13 January 2014 from the governors of Mattersey Primary School
- 2) Letter dated 21 January 2014 from the governors of Winthorpe Primary School

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.

### **Electoral Divisions and Members Affected**

Misterton:	Councillor Liz Yates
Collingham:	Councillor Maureen Dobson

C0357

**10 February 2014****Agenda Item: 9****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND  
INCLUSION****AUTHORITY GOVERNOR APPOINTMENTS AND REAPPOINTMENTS AND  
LOCAL AUTHORITY GOVERNOR APPOINTMENTS TO SCHOOL  
GOVERNING BODIES AND THE APPOINTMENT OF PARENT, COMMUNITY  
AND AUTHORITY GOVERNORS TO THE TEMPORARY GOVERNING BODY  
OF A NEW PRIMARY SCHOOL IN HUCKNALL****Purpose of the Report**

1. To note new appointments to Authority governor vacancies and re-appointments of Authority governors who reach the end of their term of office during the period 1 September 2013 to 31 January 2014 and have indicated their willingness to serve a further four year term of office.
2. To note the appointment of Additional Authority governors to the Sunnyside Primary School governing body.
3. To note the nomination and appointment of a Local Authority governor to a reconstituted governing body.
4. To note the appointment of parent, community and Authority governors to the temporary governing body of a new primary school in Hucknall.

**Information and Advice**

5. The Corporate Director for Children, Families and Cultural Services has delegated authority to approve school governor appointments for which the Council has responsibility, including Authority governors, and is required to report the decisions quarterly to the Children and Young People's Committee.
6. Under the School Governance (Constitution) (England) Regulations 2012, governing bodies may choose to reconstitute to a more skills-based model of governance and are allowed one Local Authority governor on the reconstituted governing body. For this model of governance, governing bodies may set eligibility criteria for, and appoint, the Local Authority governor. Nominations are made by the County Council, in accordance with the eligibility criteria, and are then considered by the governing body for appointment.

7. As part of the action plan to support Sunnyside Primary School, the County Council has appointed additional Authority governors to support the school and strengthen the governing body.

### **Authority governor appointments and reappointments to school governing bodies**

8. In line with the procedures set out in the Local Authority's governor recruitment strategy, officers sought new nominations to outstanding vacancies from political parties and from school governing bodies.
9. A number of Authority governors who were approaching the end of their term of office were identified and each governor was asked whether he or she would be willing to serve as an Authority governor for a further term of four years. Those governors re-appointed had indicated their willingness to be re-nominated.
10. The new appointments and re-appointments of Authority governors, which are made subject to the successful completion of appropriate checks, are as listed below:

#### **New appointments**

<b>ASHFIELD</b>	
Annie Holgate Junior	Councillor Alice Grice
Annie Holgate Junior	Councillor John Wilkinson
Broomhill Junior	Mr Trevor Charles Locke
Priestsic Primary & Nursery	Mrs Patricia Bygate
<b>BASSETLAW</b>	
Elkesley Primary & Nursery	Mr Barry Woodcock
Holy Family Catholic Primary	Councillor Rebecca Leigh
Ordsall Primary	Mr Michael Storey
Prospect Hill Infant & Nursery	Mrs Kathryn Thorpe
<b>BROXTOWE</b>	
Brinsley Primary	Mr Michael Thomas Thorpe
Horsendale Primary	Mr Ian Stuart Morgan
Meadow Lane Infant	Mrs Sarah Elizabeth Doherty
Chilwell School	Councillor Kate Foale
<b>GEDLING</b>	
Arno Vale Junior	Mrs Veronica Lyon
Lambley Primary	Mrs Jennifer Girling
Parkdale Primary	Mrs Sarah Goff
Westdale Junior	Mr Jake Kennie Mairs
<b>MANSFIELD</b>	
Asquith Primary	Councillor Alan Bell
<b>NEWARK</b>	
Norwell CofE (VC) Primary	Mrs Caroline Chittell

<b>RUSHCLIFFE</b>	
Brookside Primary	Mrs Lisa Marie Shaw
Cropwell Bishop Primary	Mrs Jacqueline Pearson
Crossdale Drive Primary	Mr Kevin James Fitzgerald
Tollerton Primary	Mrs Annette Kathleen Beaumont
East Leake Academy	Ms Gillian Beryl Aldridge

## Reappointments

<b>ASHFIELD</b>	
Morven Park Primary	Councillor Warren Thomas Nuttall
Selston Bagthorpe Primary	Ms Liz Kitts
St Andrew's CofE (VC) Primary	Mr John Summerfield
<b>BROXTOWE</b>	
Larkfields Junior	Councillor Jill Margaret Owen
<b>GEDLING</b>	
Bestwood Village Hawthorne	Councillor William Frank Beckwith
<b>MANSFIELD</b>	
Heathlands Primary	Mr Richard Nicholas Ludlow
High Oakham Primary	Mr Brian Thomas Lohan
King Edward Primary & Nursery	Mrs Jean Mary Smith
Wynndale Primary	Mr Terry John Seymour
<b>NEWARK</b>	
Winthorpe Primary	Mrs Margaret Sutton
<b>RUSHCLIFFE</b>	
Greythorn Primary	Mrs Sue Storey
Sutton Bonington Primary	Mr David Baker
Rushcliffe School	Mr Graham Keith Marson

## Additional Authority governor appointments

<b>BROXTOWE</b>	
Sunnyside Primary	Mr Ian Craik
Sunnyside Primary	Mr John Wilson OBE

## Local Authority governor nomination and appointment to reconstituted governing bodies

- Local Authority governor nominated by the County Council and appointed by a school governing body during the period 1 October to 31 December 2013 is as follows.

<b>RUSHCLIFFE</b>	
Pierrepoint Gamston Primary School (VA Church School)	Professor Rebecca Huxley-Binns

### **Appointment of parent, community and authority governors to the temporary governing body of a new primary school in Hucknall**

12. Nottinghamshire County Council has the statutory duty to establish a temporary governing body for all proposed new schools that are to be maintained by the Local Authority in accordance with the New Schools (General) (England) Regulations 2003.
13. The size of the temporary governing body ranges from a minimum of 9 to a maximum of 20. Within this range the County Council can adopt the temporary governing body model of their choice, provided it complies with the guiding principles for the particular category of the new school.
14. The temporary governing body of the new primary school in Hucknall will have the following membership:

Parent	5
Staff (including the headteacher)	3
Authority	3
Community	3

15. The appointment of parent, community and Authority governors to the temporary governing body of the new primary school in Hucknall, which are made subject to the successful completion of appropriate checks, are as listed below:

<b>Parent x 5</b>	Mrs Marianna Barson
	Mrs Sarah Bray
	Ms Olu Akinola
	Ms Cheryl Cavill
	Mrs Samantha Olive King
<b>Community x 3</b>	Mr Paul Derriscott
	Mrs Tracey Lidgett
	Vacancy
<b>Authority x 3</b>	Councillor John Wilkinson
	Mr Colin David Lumbis
	Councillor Alice Grice

### **Other Options Considered**

16. There are no other options. The County Council has a statutory duty to ensure governor vacancies are filled without undue delay.
17. Nottinghamshire County Council's strategy for recruiting and retaining school governors includes the re-appointment of existing governors. The County Council sees many advantages in retaining experienced governors and actively seeks to encourage governors approaching their end of term of office to stand again either in the same school



or in a different one. The appointments made ensure the retention and supply of experienced governors.

## **Statutory and Policy Implications**

18. This report has been compiled after consideration of implications in respect of finance, public sector equality duty, human resources, crime and disorder, human rights, the safeguarding of children, sustainability and the environment and those using the service and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## **Public Sector Equality Duty Implications**

19. New nominations have been encouraged and received from a broad range of sources. We welcome applications from all types of people, especially those from ethnic minority communities and under-represented groups such as disabled people.
20. All existing Authority governors approaching the end of their term of office have had the opportunity to put themselves forward for re-nomination.

## **RECOMMENDATION/S**

That:

- 1) new appointments to Authority governor vacancies and re-appointments of Authority governors, who reach the end of their term of office during the period 1 September 2013 to 31 January 2014, as listed in paragraph 10, are noted.
- 2) the appointment of Additional Authority governors to the Sunnyside Primary School governing body, as listed in paragraph 10, are noted.
- 3) the nomination and appointment of a Local Authority governor to a reconstituted governing body, as listed in paragraph 11, is noted.
- 4) the appointment of parent, community and Authority governors to the temporary governing body of a new primary school in Hucknall, as listed in paragraph 15, are noted.

**John Slater**

**Service Director, Education Standards and Inclusion**

**For any enquiries about this report please contact:**

Leonie Meikle  
Team Manager, Governor Services  
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## **Constitutional Comments**

21. As the report is for noting only, no Constitutional Comments are required.

**Financial Comments (KLA 30/01/14)**

22. There are no financial implications arising directly from this report.

### **Background Papers and Published Documents**

Completed Authority governor nomination forms.

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.

### **Electoral Division(s) and Member(s) Affected**

Hucknall	Cllr Alice Grice, Cllr John Wilkinson and Cllr John Wilmott
Kirkby-in-Ashfield North	Cllr John Knight
Selston	Cllr Gail Turner
Sutton in Ashfield Central	Cllr David Kirkham
Sutton in Ashfield North	Cllr Jason Zadrozny
Retford South	Cllr Pam Skelding
Tuxford	Cllr John Ogle
Worksop North East and Carlton	Cllr Alan Rhodes
Worksop West	Cllr Kevin Greaves
Beauvale	Cllr John Handley
Beeston South & Attenborough	Cllr Kate Foale
Chilwell and Toton	Cllr Richard Jackson and Cllr John Doddy
Nuthall	Cllr Philip Owen
Arnold South	Cllr Roy Allan and Cllr Muriel Weisz
Calverton	Cllr Boyd Elliott
Carlton West	Cllr Darrell Pulk and Cllr Jim Creamer
Newstead	Cllr Christopher Barnfather
Mansfield East	Cllr Alan Bell and Cllr Colleen Harwood
Mansfield South	Cllr Stephen Garner and Cllr Andy Sissons
Collingham	Cllr Maureen Dobson
Southwell & Caunton	Cllr Bruce Laughton
Cotgrave	Cllr Richard Butler
Keyworth	Cllr John Cottee
Ruddington	Cllr Reg Adair
Soar Valley	Cllr Andrew Brown
West Bridgford Central & South	Cllr Steve Calvert and Cllr Liz Plant
West Bridgford West	Cllr Gordon Wheeler

C0362

**10 February 2014****Agenda Item: 10****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND  
INCLUSION****EDUCATION TRUST BOARD OFFICER GROUP REPORT****Purpose of the Report**

1. To advise Members of the Committee of the terms of reference, composition and recent work of the Education Trust Board.

**Information and Advice**

2. As Members will be aware, the Department regularly seeks the views of headteachers and governors through a range of consultation processes. These consultations vary from statutorily required consultation over such matters as a school's closure or merger, through to more informal processes such as e-mailing schools to seek their comments on proposed strategy or policy changes which affect them, such as the recent update of the Schools Policy (2013). The Education Trust Board fulfils an important aspect of this consultation process in that it seeks to involve headteachers and governors actively as the Department considers changes in aspects of its relationship with, and service to, schools. The defined purpose of the Board is:

*'To provide a forum that enables schools to be active participants in guiding innovation and strategy and in shaping service delivery to raise attainment and achievement of children and young people in Nottinghamshire'.*

3. The Education Trust Board comprises three headteacher phase boards, one each for primary, secondary and special schools, and a board to represent the views of school governors. In the case of the primary and secondary boards, each has a headteacher representative from the relevant phase with each of the seven districts of the County represented by a single headteacher. As there are only 11 special schools, it was the preference of the headteachers that each of them should be on their board. In the case of the governors board, each district of the Council has a governor representative, as well as there being an equal number of representatives nominated by the Nottingham Association of Governors (NAGS). Each of the boards elects their chair. The boards are served by the Service Director for Education Standards and Inclusion, with other officers attending as required, according to the agreed agendas. Both members and officers may put forward items for the agenda, with the final version being approved by the chairs.

4. Each chair of the headteacher and governors boards represents his or hers board on the main Education Trust Board, chaired by the Corporate Director for Children, Families and Cultural Services. This Board usually meets twice annually. The members of this main board elect one of their number to represent education interests on the Children's Board for the Local Authority.
5. Over the past 12 months the boards have played a significant role in informing the development of policy in regard to the implementation of the Social, Emotional and Behavioural Difficulties (SEBD) Review. Members may recall that at the meeting of this Committee on 13 January 2014 the work of the Schools Forum was reviewed and the unanimous decision of the headteachers of the Forum to approve a cost recovery mechanism for schools, or partnerships of schools, which excluded pupils beyond the numbers agreed, was a notable event. This proposed mechanism had already been debated fully in the various education boards and this helped prepare the way for that key enabling decision.
6. The boards also debated, and influenced, the proposed rewording of the Schools Policy (2013) as well as being an important sounding board for all the negotiations concerning the re-distribution of the schools' budgets of the past two years. All of the boards made a contribution to the formulation of the Special Educational Needs and Disabilities (SEND) Pathfinder initiative, which has placed the Department at the forefront of the Government's plans to integrate the education, health and care (EHC) plans for children with disabilities into a single EHC plan.
7. Among the agenda items agreed for this New Year is a debate concerning the proposed changes to the National Curriculum to be implemented from September 2014, and beyond. The views of the headteachers, as indicated through their representative boards, will be reported to this Committee.

### **Other Options Considered**

8. None. The purpose of the report is to advise Members of the constitution and work of the Education Trust Board.

### **Reason/s for Recommendation/s**

9. The Members of the Children and Young People's Committee are being advised of a particular feature of the Department's work which influences and develops the relationship of the Council with schools.

### **Statutory and Policy Implications**

10. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the public sector equality duty, safeguarding of children and vulnerable adults, 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.

## **RECOMMENDATION/S**

- 1) That the purpose, composition and recent work of the Education Trust Board be noted.

**John Slater**

**Service Director, Education Standards and Inclusion**

**For any enquiries about this report please contact:**

John Slater

Service Director, Education Standards and Inclusion

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### **Constitutional Comments**

11. As this report is for noting only, no Constitutional Comments are required.

### **Financial Comments (KLA 24/01/14)**

12. There are no financial implications arising directly from this report.

### **Background Papers and Published Documents**

None.

### **Electoral Division(s) and Member(s) Affected**

All.

C0359



**10<sup>th</sup> February 2014****Agenda Item: 11****REPORT OF THE CORPORATE DIRECTOR POLICY PLANNING AND  
CORPORATE SERVICES****URGENT DECISION TAKEN BY THE CHIEF EXECUTIVE - NORTH OF  
ENGLAND EDUCATION CONFERENCE 2014****Purpose of the Report**

1. The purpose of the report is to note that urgent approval for the Chair of the Children and Young People's Committee to attend the North of England Education Conference being held at the Nottingham Conference Centre from 15 - 17 January 2014 was approved by the Chief Executive on 9<sup>th</sup> January 2014.

**Information and Advice**

2. The Children and Young People's Committee's terms of reference include approving councillors' attendance at conferences. However, to ensure that a place could be booked at the Conference, the Chief Executive was asked to urgently approve the attendance of the Chair of the Children and Young People's Committee in accordance with the urgency procedure detailed in the County Council's Constitution.
3. The details referred to below will be used to compile the Public Register, which is available on the Council's website.
4. The Conference aimed to look at the role of education, across all sectors, in fostering innovation, inspiring creativity and improving the employability of learners. There was discussion about how early years settings, schools and academies and further and higher education institutions could work collaboratively to get young people ready for the world of work, in new and emerging industries.
5. The Conference also examines new models of delivery to support transformation of the education system and hosted the following guest speakers:
  - Charlie Taylor - Chief Executive of the National College for Teaching and Leadership
  - Dr Maggie Atkinson - Children's Commissioner for England
  - Neil Carberry - Director of Employment and Skills at the Confederation of British Industry (CBI)



## **Reason/s for Recommendation/s**

6. Approval was given for attendance at the conference so that the County Council's representative can consider issues that are vital to councillors, senior officers, policymakers and service managers with responsibilities for education. It is also an important opportunity for networking with partners.

## **Statutory and Policy Implications**

7. This report has been compiled after consideration of implications in respect of finance, the public sector equality duty, human resources, crime and disorder, human rights, the safeguarding of children, sustainability and the environment and those using the service 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**

8. The cost of attendance at the conference was £125 plus VAT, which comprises day passes for two of the three Conference dates.
9. The cost of attendance for the Chair of the Children and Young People's Committee was met from the Member Training Budget.

## **RECOMMENDATION/S**

- 1) That the Urgent approval for the Chair of the Children and Young People's Committee to attend the North of England Education Conference being held at the Nottingham Conference Centre from 15 - 17 January 2014 is noted.

**Jayne Francis-Ward**  
**Corporate Director Policy, Planning and Corporate Services**

**For any enquiries about this report please contact:**

Sarah Ashton/David Forster  
Nottm 0115 977 3962/9773552

## **Constitutional Comments (SLB 27/01/2014)**

10. This report is for noting only

## **Financial Comments (KLA 08/01/14)**

11. The financial implications of the report are set out in paragraphs 8 & 9 above.

**Background Papers and Published Documents - None.**

**Electoral Division(s) and Member(s) Affected - All.**

**10 February 2014****Agenda Item: 12****REPORT OF CORPORATE DIRECTOR, POLICY, PLANNING AND  
CORPORATE SERVICES****WORK PROGRAMME****Purpose of the Report**

1. To consider the Committee's work programme for 2013/14.

**Information and Advice**

2. The County Council requires each committee to maintain a work programme. The work programme will assist the management of the committee's agenda, the scheduling of the committee's business and forward planning. The work programme will be updated and reviewed at each pre-agenda meeting and committee meeting. Any member of the committee is able to suggest items for possible inclusion.
3. The attached work programme has been drafted in consultation with the Chairman and Vice-Chairman, and includes items which can be anticipated at the present time. Other items will be added to the programme as they are identified.
4. As part of the transparency introduced by the new committee arrangements, committees are expected to review day to day operational decisions made by officers using their delegated powers. It is anticipated that the committee will wish to commission periodic reports on such decisions. The committee is therefore requested to identify activities on which it would like to receive reports for inclusion in the work programme. It may be that the presentations about activities in the committee's remit will help to inform this.

**Other Options Considered**

4. None.

**Reason for Recommendation**

5. To assist the committee in preparing its work programme.

## **Statutory and Policy Implications**

6. This report has been compiled after consideration of implications in respect of finance, equal opportunities, human resources, crime and disorder, human rights, the safeguarding of children, sustainability and the environment and those using the service and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## **RECOMMENDATION**

That the committee's work programme be noted and consideration be given to any changes which the committee wishes to make

**Jayne Francis-Ward**  
**Corporate Director, Policy, Planning and Corporate Services**

**For any enquiries about this report please contact:**

Sara Allmond  
Democratic Services Officer  
T: 0115 9772794

## **Constitutional Comments (HD)**

7. The Committee has authority to consider the matters set out in this report by virtue of its terms of reference.

## **Financial Comments (PS)**

8. There are no direct financial implications arising from the contents of this report. Any future reports to Committee on operational activities and officer working groups, will contain relevant financial information and comments.

## **Background Papers**

None

## **Electoral Division(s) and Member(s) Affected**

All.

## **CHILDREN & YOUNG PEOPLE'S COMMITTEE - WORK PROGRAMME 2013-14**

<b><u>Report Title</u></b>	<b><u>Brief summary of agenda item</u></b>	<b><u>Lead Officer</u></b>
<b>17 March 2014</b>		
Developing a new operating model for the CFCS department		Anthony May
Schools Capital Strategy		Derek Highton
School Places Strategy		John Slater
Performance figures for Nottinghamshire schools and academies – Summer 2013	For information	John Slater
Nottinghamshire School Admission Arrangements 2015/16	For determination	John Slater
Proposed revision to the National Curriculum in England – report back on views of headteachers		John Slater
Raising the Participation Age (RPA) Plan update		John Slater
Nottinghamshire Child and Family Poverty Strategy annual performance report	Annual update	Derek Highton
Financial support to students in post 16 education	Annual determination	John Slater
Early Years Strategy		Derek Highton
Proposed budget reductions in the Youth Service – response to petitions		Derek Highton
National Minimum Fostering Allowances and Fees for Foster Carers	Annual determination	Steve Edwards
The National School Food Plan in Nottinghamshire		Jas Hundal
Young People's Board	Six monthly officer group report	Derek Highton
Work Programme		Anthony May
<b>23 April 2014</b>		
Children's Social Work Health Check - update		Steve Edwards
Under 16 Home to School Transport 2014 and Post 16 Transport Policy 2014/15	Annual determination	John Slater
Nottinghamshire children's services quality assurance framework – outcomes/performance report	Six-monthly report	Derek Highton
Nottinghamshire Children's Trust Early Help Development Plan 2013-16: six monthly update		Derek Highton
Progress report on Nottinghamshire Music Education Hub and response to Ofsted survey 'Music in Schools: what		Derek Highton

<b><u>Report Title</u></b>	<b><u>Brief summary of agenda item</u></b>	<b><u>Lead Officer</u></b>
music hubs must do'		
Healthy Child Programme	For noting	Kate Allen
Work Programme		Anthony May
<b>19 May 2014</b>		
Performance reporting 2013/14) – Services for Children and Young People	Annual performance report	Anthony May
Exceptional payments for school clothing and footwear allowance 2014/15	Annual determination	John Slater
Authority governor appointments and reappointments and Local Authority appointments to school governing bodies	Quarterly report on appointments made	John Slater
Work Programme		Anthony May
<b>16 June 2014</b>		
Nottinghamshire Children's Trust (incl Locality Management Groups & CYPF Plan action/implementation plan)	Annual officer group report	
Work Programme		Anthony May
<b>14 July 2014</b>		
A Strategy for Closing the Educational Gaps in Nottinghamshire – six month review	Six monthly review report	John Slater
Schools Capital Programme progress report	Six monthly progress report	Derek Higton
Child Sexual Exploitation Action Plan - update		Steve Edwards
Rota Visits	Six monthly report	Steve Edwards
Outside bodies report - Futures	Annual report	Derek Higton
Outside bodies report - SACRE	Annual report	John Slater
Work Programme		Anthony May
<b>To be placed</b>		
Locality Visits review		Steve Edwards
Locality Visits	Six-monthly reports	Steve Edwards
Multi-Agency Safeguarding Hub – information sharing		Steve Edwards
Young People's Board	Presentation by young people	Derek Higton