

Children and Young People's Committee

Monday, 26 July 2021 at 14:00

County Hall, West Bridgford, Nottingham, NG2 7QP

AGENDA

- | | | |
|----|--|-----------|
| 1 | Minutes of the last Meeting held on 21 June 2021 | 1 - 8 |
| 2 | Apologies for Absence | |
| 3 | Declarations of Interests by Members and Officers:- (see note below)
(a) Disclosable Pecuniary Interests
(b) Private Interests (pecuniary and non-pecuniary) | |
| 4 | Child Sexual Exploitation and Children Missing from Home and Care Annual Report 2020-21 | 9 - 20 |
| 5 | Annual Report on the Virtual School for Looked After Children | 21 - 32 |
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| 7 | Children and Young People Core Data Set - Performance and Finance for Quarter 4 2020-21 | 33 - 44 |
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| 9 | Children Missing Education - Six Monthly Update | 85 - 100 |
| 10 | School Holiday and Term Time Dates for Local Authority Maintained Schools in Nottinghamshire 2023-24 and Queen's Platinum Jubilee - Change of Dates for 2021-22 | 101 - 112 |

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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 Martin Gately (Tel. 0115 977 2826) 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.
- (5) This agenda and its associated reports are available to view online via an online calendar - <http://www.nottinghamshire.gov.uk/dms/Meetings.aspx>

Meeting CHILDREN & YOUNG PEOPLE'S COMMITTEE

Date 21 June 2021 (commencing at 10.30am)

Membership

Persons absent are marked with an 'A'

COUNCILLORS

Tracey Taylor (Chairman)
Sinead Anderson (Vice-Chairman)
Sam Smith (Vice-Chairman)

Matt Barney
Anne Callaghan
Samantha Deakin
Jim Creamer

Roger Jackson
Johno Lee
Andy Meakin
Michelle Welsh

CO-OPTED MEMBERS (NON-VOTING)

4 Vacancies

OFFICERS IN ATTENDANCE

Colin Pettigrew	Corporate Director, Children and Families Services
Marion Clay	Service Director, Children and Families Services
Steve Edwards	Service Director, Children and Families Services
Laurence Jones	Service Director, Children and Families Services
Irene Kakoullis	Group Manager, Children and Families Services

Martin Gately Democratic Services Officer, Chief Executive's

1. TO NOTE THE APPOINTMENT BY FULL COUNCIL ON 27 MAY 2021 OF COUNCILLOR TRACEY TAYLOR AS CHAIRMAN FOR THE 2021-22 MUNICIPAL YEAR AND COUNCILLORS SINEAD ANDERSON AND SAM SMITH AS VICE-CHAIRS

2. TERMS OF REFERENCE AND MEMBERSHIP

RESOLVED 2021/038

That:

- 1) The Committee membership and terms of reference be noted.

3. MINUTES OF THE LAST MEETING HELD ON 19 APRIL 2021

The minutes of the meeting held on 19 April 2021 having been circulated to all Members, were taken as read and have been signed by the Chairman.

4. APOLOGIES FOR ABSENCE

Councillor Creamer substituted for Councillor Henry for this meeting.

5. DECLARATIONS OF INTEREST BY MEMBERS AND OFFICERS

None.

6. INDEPENDENT INQUIRY INTO CHILD SEXUAL ABUSE – ACTION PLAN

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/039

That:

- 1) The update on progress made in response to the Independent Inquiry into Child Sexual Abuse (IICSA) recommendation for Nottinghamshire County Council in its report 'Children in the Care of Nottinghamshire Councils' be noted.
- 2) Action 12 of the action plan has been completed and the Committee will not require future updates in relation to this action.

7. THANK YOU TO FOSTER CARERS

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/040

That:

- 1) Approval be given for a one-off payment to be made to the Council's approved foster carers in recognition of their commitment to caring for some of the most vulnerable children during the pandemic.
- 2) Foster carers be notified of the one-off payment by letter from the Chairman of the Children and Young People's Committee.

8. FOSTERING SERVICE REPORT FOR APRIL 2019 TO MARCH 2021 AND NATIONAL MINIMUM FOSTERING ALLOWANCES FOR FOSTER CARERS 2021/22

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/041

That:

- 1) No further actions were required in relation to the information on the activity and performance of the Fostering Service from April 2019 to March 2021.
- 2) A further report be received on the activity and performance of the Fostering Service in 12 months and that this be included in the work programme.
- 3) Approval be given for Nottinghamshire County Council to continue to pay foster carers a weekly fostering allowance, as detailed in paragraph 26, at the national minimum rates as prescribed by the Department for Education.

9. ANNUAL REPORT OF THE INDEPENDENT REVIEWING OFFICER (IRO) SERVICE: APRIL 2020 – MARCH 2021

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/042

That:

- 1) No further actions were required in relation to the information contained in the report.

10. CHANGE TO STAFFING ESTABLISHMENT AT ADOPTION EAST MIDLANDS – ADOPTION SUPPORT WORKER POSTS

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/043

That:

- 1) The following changes to the Adoption East Midlands staffing establishment be approved:
 - the disestablishment of 2 FTE Social Work (Band B) posts
 - the establishment of 2.5 FTE Adoption Support Worker (Grade 5) posts.

11. PROVISION, ACHIEVEMENTS AND PROGRESS OF THE CHILDREN IN CARE COUNCIL AND PARTICIPATION OF CHILDREN AND YOUNG PEOPLE LOOKED AFTER 2020/21

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/044

That:

- 1) No further action was required in relation to the information required in the report
- 2) A further update be received on the work of the Young People Looked After Youth Work Team in 12 months and that this be included in the work programme.

12. REVIEW OF MEMBER OVERSIGHT OF CHILDREN IN LOCAL AUTHORITY CARE

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/045

- 1) the current Children's Homes Governance Board be reconfigured to provide an oversight of all places where our children who are looked after live and with a focus on safety and those aspects of children's wellbeing that have a direct impact on their safety. The Board would continue to report back to Children and Young People's Committee with recommendations at least every six months
- 2) the proposed 'Children Looked After Governance Board' have Elected Member representation from all parties represented on the Children and Young People's Committee
- 3) the proposed 'Children Looked After Governance Board' develop a strong relationship with the Foster Carers Liaison Group (FLAG)
- 4) all Elected Members on the Children and Young People's Committee visit a children's home setting annually and Members on the proposed 'Children Looked After Governance Board' should visit quarterly
- 5) all Elected Members receive training or another formal input regarding the importance of their corporate parenting role within four months of their election or as soon as practicable thereafter and that this should be repeated annually. This Committee therefore provides the Monitoring Officer with the authority to make any additions to the Councillor Induction and Development Programme to incorporate this recommendation as she considers necessary to ensure the delivery of good governance.

- 6) an annual report of the Children and Families Commissioning and Contracts Board be presented to Children and Young People's Committee.

13. REVIEW OF MEMBER OVERSIGHT OF CHILDREN IN LOCAL AUTHORITY CARE

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/046

That:

- 1) The following changes to the staffing establishment in the Early Childhood Services be approved:
 - disestablish 1 fte Early Childhood Services Contracts and Performance Officer (Band B) post with effect from 31st August 2021
 - establish a new 1 fte Early Years Senior Technical Specialist (Band A) post with effect from 1st September 2021
- 2) The following changes to the staffing establishment in the Looked After Children Placement:
 - establish a new 1 fte Commissioning Officer (Band C) post with effect from 28th June 2021
 - establish a new 1 fte Payments Assistant (Grade 3) post with effect from 28th June 2021.

14. CHILD POVERTY UPDATE

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/047

That:

- 1) the latest children in low income families data be noted and further work with other local authorities be supported in order to help better understand the impact of Covid-19 on child poverty levels in the absence of published data covering the period from March 2020
- 2) the progress to date of the 2020-2022 Improving Life Chances for Children and Families Action Plan be considered and annual progress reports be received.

15. PROPOSED CONSULTATIONS ON OPTIONS FOR THE FUTURE USE OF NORTH CLIFTON PRIMARY SCHOOL AND THE ALTERNATIVE USE OF THE MANNERS SUTTON

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/048

That:

- 1) Approval be given to undertake an initial statutory consultation in order to explore options for North Clifton Primary School, Newark, including possible closure.
- 2) Approval be given for Council officers to investigate options for the future use of the Manners Sutton Primary School site and undertake a statutory consultation on proposals

16. ESTABLISHMENT OF PLACEMENT STABILITY YOUTH WORK TEAM

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/049

That:

- 1) The establishment of a 12-month pilot for a youth work placement stability team, promoting placement stability for Children Looked After in Nottinghamshire County Council's Care be approved.

17. HOLIDAY ACTIVITY AND FOOD (HAF) PROGRAMME – ESTABLISHMENT OF HAF DELIVERY COORDINATOR POST

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/050

That:

- 1) The establishment of 1 fte Youth Worker post to coordinate the Holiday Activity and Food Programme on a fixed term basis for the duration of the programme be approved.

18. CLOSURE OF THE RESIDENTIAL UNIT AT FOUNTAINDALE SPECIAL SCHOOL – RESPONSE TO PETITION

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/051

That:

- 1) the contents of this report be noted, underlining that due process was followed and the original decision was appropriate.
- 2) the lead petitioner be informed accordingly.
- 3) the outcome of the committee's consideration be reported to Full Council

19. **WORK PROGRAMME**

The Chairman introduced the report and responded to questions and comments from Members.

RESOLVED 2021/052

That:

- 1) no further amendments were required to the work programme.

The meeting closed at 12:20 pm.

CHAIRMAN

26th July 2021

Agenda Item: 4

REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND RESOURCES

CHILD SEXUAL EXPLOITATION AND CHILDREN MISSING FROM HOME AND CARE: ANNUAL REPORT 2020/21

Purpose of the Report

1. Members requested an annual report to the Children and Young People's Committee following high profile enquiries into child sexual exploitation and missing children in several local authorities. This report provides an update against the Council's 2020/21 priorities and analysis of the statistical data for the year end 2020/21.
2. The report seeks approval for the Committee to receive quarterly performance data, to be included in the quarterly performance reports to this Committee, and further annual reports providing an overview of the work to address the threat of child sexual exploitation and children missing from home and care in Nottinghamshire.

Information

Strategic Partnerships, Governance and Service Provision

3. Child sexual exploitation and children missing from home and care continue to be high priority areas of work by partner agencies in Nottinghamshire. There is an inevitable link between children missing from home and care and the threat of child exploitation; not all children who go missing are harmed but children who are exploited are often reported missing or found to have been missing not reported.
4. The Child Sexual Exploitation Cross Authority Group has been replaced by a Cross Partnership Contextual Safeguarding Strategic Management Group. The purpose of the group is to provide overarching governance of the various work streams for children where risk of harm is located outside of the family or home. The early focus of the group has been to oversee a 'tackling child exploitation programme' led by Research in Practice which has supported the Council to develop thinking towards an integrated approach to children who experience extra-familial harm.
5. The statutory guidance on inter-agency working to safeguard and promote the welfare of children (*Working together to safeguard children 2018*) was updated to highlight the need for assessment of risks to children outside the home. Child sexual exploitation is one form of an extra-familial threat, others include child criminal exploitation including county lines, human trafficking, online abuse, teenage relationship abuse and radicalisation.

Professionals are reminded of the importance of considering all types of exploitation to which children may be exposed and the interrelated nature of these.

6. Work concerning Children Missing from Home and Care is overseen by the County Missing Children Steering Group which meets quarterly and takes a strategic lead in the coordination of inter-agency work as defined in the Nottinghamshire Safeguarding Children Partnership/ Nottingham City Safeguarding Children Partnership Children Missing from Home and Care Joint Procedures.
7. The Cross Partnership Contextual Safeguarding Strategic Management Group and the Missing Steering Group report into the Nottinghamshire Safeguarding Children Partnership. Statistical information for both service areas is reported quarterly and annually to the Nottinghamshire Safeguarding Children Partnership.
8. Nottinghamshire has recently recommissioned child sexual exploitation and child sexual abuse support to children and their families. The Children's Society, who fulfilled the previous contract, were successful in their new bid and awarded the contract for this work.

Children Missing from Home and Care

9. There has been a slight downward trend over the last couple of years in the total number of incidents of children reported missing from home but the incidents of children reported missing from care (including the Council's Looked After Children and Other Local Authority children placed in Nottinghamshire) has remained similar (see **Appendix 1**). More children go missing from home than from care, however individual children in care go missing on average up to three times more than a child missing from home. Children in the care of the Local Authority have complex issues and their missing episodes reflect this. Children placed in residential care and supported accommodation are more likely to go missing on multiple occasions.
10. There are robust interagency processes and procedures in place for children who go missing from home or care and close interagency working between the Police and the Local Authority particularly to locate and return a child to safety. When a child is found then a return home interview is completed to establish the reason for the missing incident and assess any risks to the child. Where a child goes missing for a significant period (more than 72hrs) or frequently (3 times in 90 days) then a multi-agency meeting is held to consider the child's support needs and risk issues. A Police-led multi-agency 'Missing and Hotspots' meeting is held monthly to review and address the risks to children who go missing most frequently with the aim to reduce missing incidents. Increasingly, the children reviewed at this meeting are also the children listed for review at the monthly child sexual exploitation and child criminal exploitation panels; this is expected as work improves to identify and support children at risk of exploitation.
11. There appears to be a significant reduction in reports of children missing from home in the year 2020/21 (see **Appendix 1**, Figure 1) and this can largely be explained by periods of national lockdown due to Covid-19. The decrease in children missing from home is likely to be linked to the reduction of opportunities for movement due to lockdown restrictions and due to parents being at home and able to offer greater supervision and boundaries. However, the continued number of children missing from care could be due to these children responding less well to the restrictions imposed by Covid-19 because of their vulnerability and experience of trauma. Despite this, the missing from care rate remains below that of both national and statistical neighbours (see **Appendix 1**, Figure 2).

12. Return home interviews are a key tool for understanding the child's missing experience and are offered to children upon their return home. The main reasons provided by children and their carers for missing occurrences remains due to boundary issues within the home/care setting. Other common reasons include relationship difficulties between parent and child, friendship issues or children's drug or alcohol use. The guidance for completing return home interviews with children is to complete these away from their home to provide opportunity for candid responses, and any issues are addressed on a case by case basis. Due to lockdown restrictions, a blended approach to completing return home interviews has been adopted including some face to face contact but also some virtual contact via telephone or video conferencing platforms (Microsoft Teams/Zoom/FaceTime). This is not the preferred method for engaging with children but there have been some positive reports by social workers that this has worked well for some children, resulting in better engagement.
13. Over 90% of reported missing occurrences required a return home interviews. The return home interview is a key opportunity to understand a child's missing experience but not all children will engage with this process, hence the low figures represented for return home interviews completed with input and engagement with the child (see **Appendix 1**, figure 3). The figures are slightly lower for the reporting period of 2020/21 compared with previous years due to national lockdown restrictions in place. Nevertheless, 83% of children who required a return home interview were offered one and where some chose not to engage, others were given advice and support. Importantly, for the vast majority of return home interviews, the professionals undertaking this piece of work had opportunity to gather intelligence around the missing occurrence to form a view about any risks to the child even if the child chose not to engage with the process.
14. Most children who go missing from home and care are missing for less than four hours at any one time. However, some children do experience harm during their missing episode and they can be exposed to potential risks which they are more vulnerable to outside of the family home or care setting. The main potential risk issues identified for individual children missing from home and care in 2020/21 include adults who may pose a risk to children, sexual exploitation, criminal exploitation and offending behaviour.
15. For those children placed in Nottinghamshire by other local authorities, it is the responsibility of the placing authority to complete return home interviews. Information about return home interviews required for other local authorities children missing in Nottinghamshire has improved slightly but further improvements are required. Other local authorities children account for 19% of the total missing children occurrences which relates to 15% of the individual children missing. As not all local authorities provide a return interview for children assessed by Police as low risk, this results in ongoing difficulties in obtaining return home interviews from some other local authorities despite the expectation being that they follow the missing protocol of the local authority in which the child is placed. A joint protocol agreed by East Midlands regional partners has gone some way to addressing this and further amendments to this protocol are currently being made to provide clearer escalation processes and promote compliance with the regional agreement.
16. A children missing from home and care e-learning training package was developed in January 2021 which can be accessed by Local Authority staff and partners via the Nottinghamshire Safeguarding Children Partnership. This has been particularly useful during a year of online working. It is anticipated that this will increase understanding of the processes and procedures in place and provide an improved response to the

completion of return home interviews. To date, 208 colleagues have completed the training package and it is one of the priorities for the Missing Steering Group to raise awareness of the programme across the partnership and increase uptake.

Child Sexual Exploitation

17. The most recent Police Problem Profile (November 2020) notes a 19% decrease in crime from 2019, however there was a 12% increase in demand on the Sexual Exploitation Investigation Unit (i.e. safeguarding and disruption work). Perpetrators of child sexual exploitation are 82% male and the victims are 90% female with a mean age between 15-16yrs. The profile identifies that there were 182 victims of child sexual exploitation across Nottingham City and County for the reporting period.
18. Covid-19 and the associated lockdowns have had a direct impact on child sexual exploitation crime and demand in Nottinghamshire. The Sexual Exploitation Investigation Unit (SEIU) has seen a decrease in crimes being recorded. After an initial dip during the beginning of lockdown, the Police Online Investigation Team has seen increases in referrals month on month, which is continuing. The Police problem profile for this period identifies that at least 312 children have been safeguarded through the work of the Police Online Investigation Team in Nottinghamshire.
19. In Nottinghamshire County, a total of 438 children were identified as potentially at risk of child sexual exploitation during this period; 308 of those children were new referrals to the Multi-Agency Safeguarding Hub (see **Appendix 2**). Referrals to the Multi-Agency Safeguarding Hub for child sexual exploitation concerns dipped in 2020/21 which reflects the Police statistics for a reduction in crime reports. Nevertheless, a total of 430 child sexual exploitation risk assessments were completed as the Local Authority has provided a proactive service to children where there are potential child sexual exploitation concerns.
20. There is a robust system in place between Police and the Local Authority to verify victims of child sexual exploitation, and the children considered most at risk of child sexual exploitation are listed for strategic review at the monthly Multi Agency Sexual Exploitation panel. There has been a reduction in the number of children listed for review at the Multi Agency Sexual Exploitation panel during this period; this is reflective of the reduction in child sexual exploitation recorded crimes.
21. After an initial spike in 2017/18 for numbers of children considered at child sexual exploitation strategy meetings, these have remained stable (see **Appendix 2**, figure 5). This includes over the last year though with a slight reduction, particularly for children subject to child protection meetings (where there are concerns about parents' ability to meet the needs of their child). The exploitation of children is largely a risk that is located outside of the home and so the restrictions in movement is likely to have increased parental supervision whilst reducing opportunity for external contact with perpetrators.
22. The peak age range for children affected by child sexual exploitation remains similar to previous years. The Children's Society is commissioned by Nottinghamshire County Council to provide focused support to both children and their families most affected by child sexual abuse including child sexual exploitation. The Children's Society has supported 75 children affected by child sexual exploitation during this period including support to parents and carers via remote education sessions. This contract was re-commissioned in June 2021 for a further three-year period until August 2024 after a renewed tender process. The East Midlands Children and Young People's Sexual Assault Service continues to provide medical care and assessment to those children who have

been sexually assaulted and access to the Children's Independent Sexual Violence Advisors who offer support and advocacy.

23. Children's Social Care continues to undertake preventive and keeping safe work with children and their parents/carers who meet the threshold for Social Care involvement. The Family Service undertakes preventive and keeping safe work with those children not meeting the threshold for Social Care involvement but in need of intervention. The Tackling Emerging Threats to Children team works with children in primary and secondary schools to address issues of online safety and harmful sexual behaviour.
24. Child sexual exploitation training was successfully transferred to an online format for Local Authority staff and partner agencies to complete during a year where there has been no direct child sexual exploitation training due to Covid-19 restrictions. The previous one-day course has been divided into four sessions, addressing the different areas professionals need to be aware of. The total number trained on virtual events is 436 and a further 949 colleagues have completed an e-learning package.
25. Where children are found to experience both child sexual exploitation and child criminal exploitation, the pathway for the predominant risk is followed while ensuring all risks are addressed in the work undertaken. There has been much development in the work to address children at risk of criminal exploitation. Work streams are now embedded which are akin to the child sexual exploitation processes and procedures and there have been three virtual training sessions for the Local Authority and partner agencies which were well received. A priority for the coming year is to develop an integrated approach to children at risk of exploitation.

Progress against key priorities for 2019/20

26. These key priorities were identified in the annual report, previously presented to Committee, for the year 2019-20. Below are those priorities along with the updated position.

Working with the wider cross authority Children at Risk of Exploitation agenda to further integrate our response to children facing different types of exploitation	The Tackling Child Exploitation programme is now complete and will be used as the basis to explore further a cross authority integrated approach to children who experience extra familial abuse through exploitation in their communities.
Work to further develop reporting from the Multi Agency Sexual Exploitation panel	Work on this specific priority has been absorbed into the tackling child exploitation programme as we seek to establish an integrated approach to child exploitation.
Work to develop a Mosaic 'step' to record Return Interviews and Multi-Agency Meetings	New Mosaic step completed
Continue to work to increase the completion rate and quality of return home interviews	Work has continued in this area. The issues with return home interviews is located largely in the timeliness of reporting and in effective engagement with children rather than work not being undertaken. This will continue to be a priority area.
Work to improve Multi-Agency Meetings completion	There have been no issues raised about these meetings not taking place as required.

	Furthermore, due to multi-agency meetings moving to an on-line platform due to Covid-19 restrictions, partner agency attendance has been reported to have improved.
Engage the Regional group to address and improve missing amongst other local authorities	Nottinghamshire County Council have led on this work within the Tier 3 regional group. Amendments have been made and due to be signed off.
Explore early intervention to reduce the numbers of children missing from home	The main reason for missing reports is linked to the parent-child relationship and effective boundaries therein. The pathway to provision outlines a clear tiered level of support for children and families in need of support. Any focused work in this area has been impacted by the pandemic, however, early intervention for children at risk of exploitation will be considered as part of the outcome from the tackling child exploitation support programme.
Explore and address multiple missing episodes for children in supported accommodation.	Any focused work in this area has been affected by the pandemic. However, children who go missing frequently are considered at multi agency meetings on a case by case basis and subject to review at the monthly 'multiple missing and hotspots' meeting if they meet the criteria. Additionally, similarly to above, children at risk of exploitation in supported accommodation will be considered as part of the outcome from the tackling child exploitation support programme.

Key priorities for 2020/21

27. Priorities for the forthcoming year:

- increase the numbers of Local Authority staff and partner agency completions of the e-learning Children Missing from Home and Care training programme
- work to continue to address and improve missing amongst other local authorities
- review the cross-authority missing from home and care procedures
- work to improve connectivity between the monthly 'multiple missing and hotspots' meeting with other monthly child exploitation review panels
- work to develop a cross-authority integrated approach to children who experience extra-familial abuse through exploitation.

Other Options Considered

28. No other options have been considered.

Reason/s for Recommendation/s

29. Agree future arrangements for the Committee to receive performance data and information on this work.

Statutory and Policy Implications

30. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment 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

31. There are no financial implications arising from this report.

RECOMMENDATION/S

That Committee:

- 1) agrees to receive quarterly performance data included in the quarterly performance reports to the Committee
- 2) agrees to receive annual reports to provide an overview of the work to address the threat of Child Sexual Exploitation and Children Missing from Home and Care in Nottinghamshire.

Laurence Jones

Service Director, Commissioning and Resources

For any enquiries about this report please contact:

Hannah Johnson
Service Manager, Strategic Safeguarding
T: 0115 8546631
E: hannah1.johnson@nottscc.gov.uk

Constitutional Comments (LW 01/07/21)

32. Children & Young People's Committee is the appropriate body to consider the content of the report.

Financial Comments (CDS 01/07/21)

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

Background Papers and Published Documents

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

[Child Sexual Exploitation and Children Missing from Home and Care: annual report 2019/20](#) – report to Children & Young People’s Committee on 21st September 2020

Electoral Division(s) and Member(s) Affected

All.

C1488

Appendix 1: Data for Children Missing from Home and Care

Annual children missing from home and care data are as follows:

Figure 1.

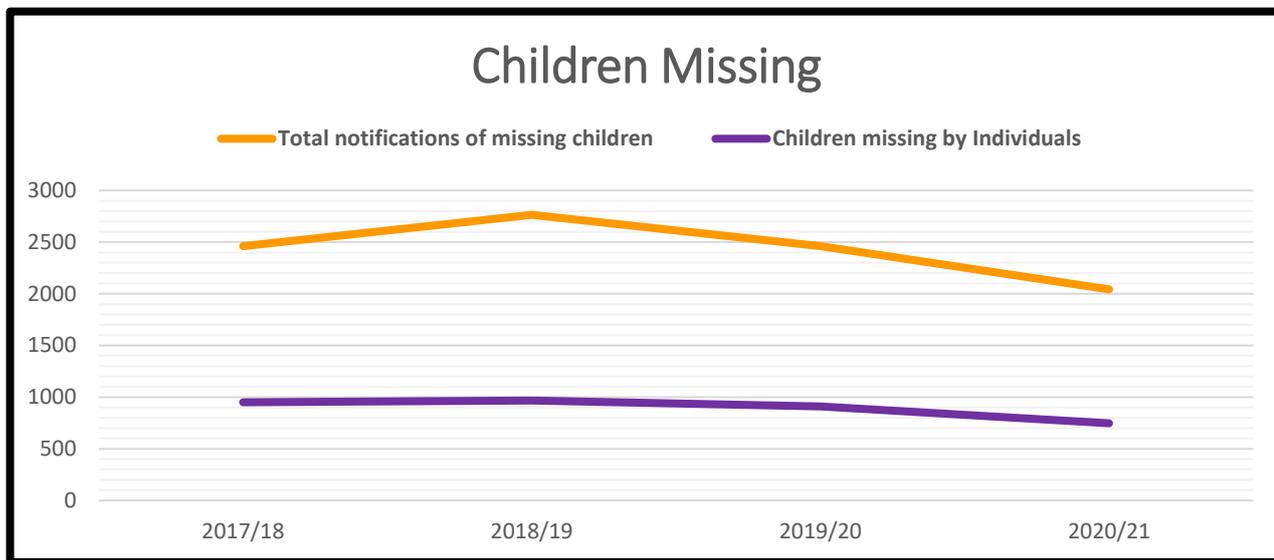


Figure 2.

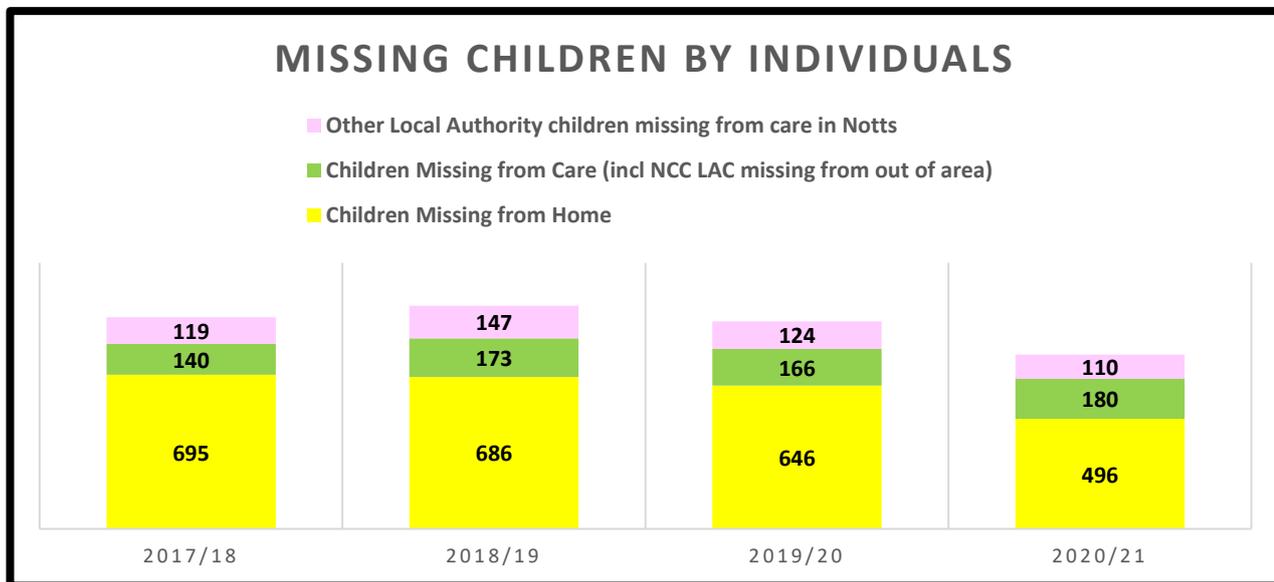


Figure 3.

	2017/18	2018/19	2019/20	2020/21
Total notifications of children 'missing' and 'missing – no apparent risk'	2,461	2,764	2,462	2,043
*relating to individuals	951	967	911	747
*ratio males to females	54:45	53:47	56:44	55:44
*peak age range (yrs)	13-17	14-17	14-17	15-17
Children missing from home (relating to individuals)	695 (1,269 episodes)	686 (1,230 episodes)	646 (1,078 episodes)	496 (802 episodes)
NCC Children missing from care (relating to individuals) <i>NB includes NCC looked after children missing from out of area</i>	140 (764 episodes)	173 (973 episodes)	166 (774 episodes)	180 (857 episodes)
Other Local Authority Children missing from care in Notts (relating to individuals)	119 (427 episodes)	147 (582 episodes)	124 (610 episodes)	110 (385 episodes)
% Return Interviews (RI) required	77	80 (total of 2,235)	87 (total of 2,154)	91 (total of 1,862)
% RIs required from Children's Social Care		62	55	63
% RIs required from Family Service		17	21	3
% RIs required from Adoption Service		<1	2	<1
% RIs required from other Local Authorities		21	25	13
RHI's completed with input and engagement from the child				
% RIs completed by Children's Social Care		70 (977)	75 (893)	62 (726)
% RIs completed by Family Service		94 (354)	96 (413)	74 (42)
% RIs completed by Adoption Service		100 (1)	100 (2)	33 (1)
% RIs completed by other Local Authorities		36 (173)	29 (148)	41 (99)

Appendix 2: Child Sexual Exploitation (CSE)

Annual CSE data is as follows:

Figure 4.

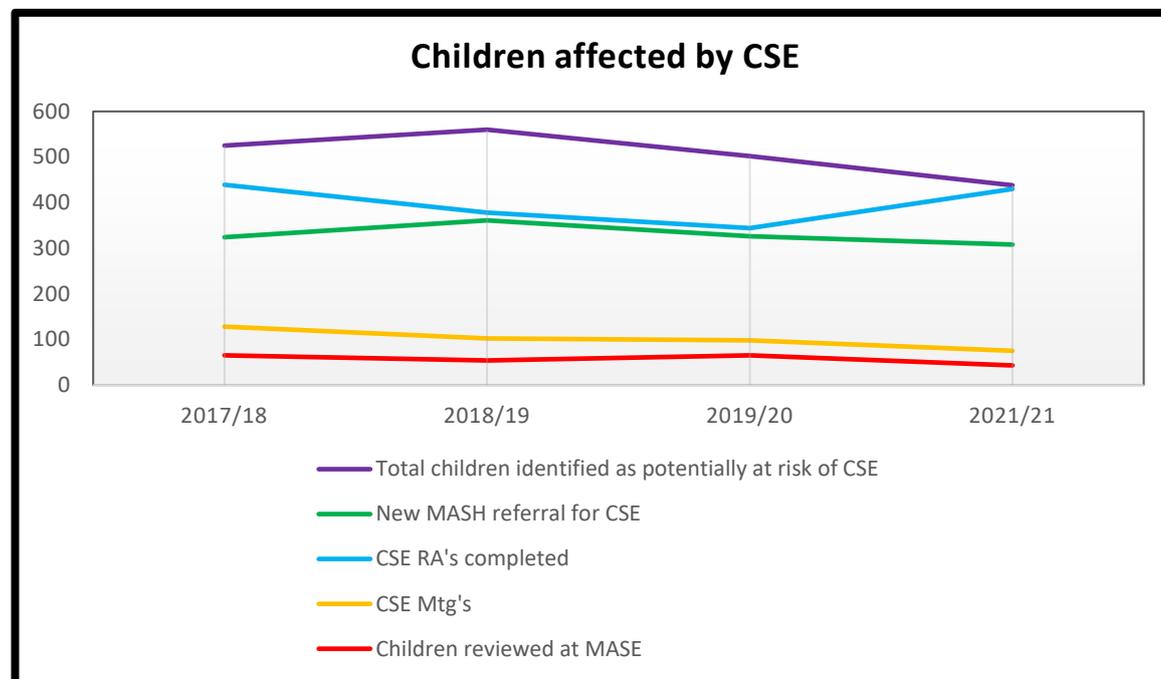


Figure 5.

	2017/18	2018/19	2019/20	2020/21
Total children identified as potentially at risk of CSE*	525	560	502	438
New Multi-Agency Safeguarding Hub (MASH) referrals re CSE	324	361	326	308
CSE Risk Assessments completed	439	378	344	430
Children considered at CSE Strategy Meetings	108 + 20 ICPCs	64 + 38 ICPCs	56 + 42 ICPCs	50 + 25 ICPCs
Peak age range (yrs)	15-16	15-17	14-17	13-16
Female: Male ratio	79:21	74:26	89:11	76:24
Children monitored at Multi Agency Sexual Exploitation (MASE) panel	65	54	65	43

* (new and open cases)

26th July 2021

Agenda Item: 5

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

ANNUAL REPORT ON THE VIRTUAL SCHOOL FOR LOOKED AFTER CHILDREN

Purpose of the Report

1. To update Committee on the impact of the work of the Virtual School and its partners for the academic year 2020/21.

Information

Role of the Virtual School

2. The Virtual School discharges the Council's statutory duty to promote the educational achievement of Looked After Children in all phases of education. It does this by working in close partnership with schools and other partners to build shared responsibility, and in particular to build capacity in schools.
3. As a Virtual School, the importance of the language that is used around children and young people is recognised. Whilst the legislative language refers to Looked After Children and the Department for Education has moved towards using Children Looked After, where possible the Virtual School will use the term 'our children' or 'our young people' as the preferred term used by the young people themselves (TACT, Fostering and Adoption, March, 2019).
4. The work of the Virtual School contributes to the achievement of the ambitions summarised in Nottinghamshire's Partnership Strategy for Looked After Children & Care Leavers 2018-21. The Virtual School is a key contributor to the Local Authority's Looked After Children and Care Leavers Partnership Board; this accountability board ensures that key partners come together from across and beyond the Local Authority to have collective responsibility for the education, health and wellbeing of our children.
5. The work of the Virtual School, including its structures, processes, planned actions, and outcomes, are recorded in a working document referred to as the Annual Report and Development Plan. The Annual Report and Development Plan is informed by the current

Council's three commitments outlined in its Children and Young People's Strategy (2018-21), and the six ambitions outlined in the Council's Partnership Strategy for Looked After Children and Care Leavers 2018-21. The Annual Report and Development Plan is reviewed and updated by the Virtual School's senior leadership team on a termly basis and will be updated during the Autumn term 2021-22 on the release of the new Children and Young People's Strategy.

6. The Virtual School's Senior Leadership Team oversees the strategic and operational working practices of the team. This leadership team currently comprises the Head of the Virtual School, who is also the Local Authority's Group Manager (Psychology Services), the Assistant Head of the Virtual School (job share) and the Senior Educational Psychologist for our children. The wider team includes a Virtual School Data Officer, and five Achievement Officers. The number of Achievement Officers has been increased from four to five as a consequence of the statutory extended duties supporting previously Looked After Children.
7. When compared with other local authorities, Nottinghamshire's Virtual School team remains relatively small in size. This is both the justification and the rationale for the Virtual School to be focused on building capacity in schools through strong partnership working, rather than the Virtual School carrying primary responsibility at an individual child casework level. Within an increasingly 'schools-led' and academised education system, it is essential that the Virtual School promotes a clear, shared vision for developing systems capacity and accountability through strong partnership working, thereby securing good quality educational provision and outcomes for our children. Headteachers and governing bodies retain the responsibility for the educational outcomes of our children, and the Virtual School holds them to account when progress stalls or provision is not meeting need.
8. Each publicly funded school is statutorily required to have a qualified teacher undertaking the role of Designated Teacher for Looked After Children, and previously Looked After Children. The Designated Teacher's statutory role is detailed in the legislation *The Designated Teacher for Looked After and Previously Looked After Children, February 2018*. Achievement Officers contribute to termly meetings with secondary schools and with primary schools if there are several of our children on roll. These meetings are facilitated by the link Achievement Officer for the school, and at these meetings **all** of our children are raised for discussion, with support and challenge provided as needed.
9. Much of the day-to-day work of the Virtual School team is providing support and challenge to the Designated Teachers in the schools where our children are on roll, with the aim of improving the attendance, progress and attainment of our children. The Virtual School uses pupil level progress and attainment data to support and challenge educational settings to maximise their impact on progress and attainment. The aim is to ensure that all initiatives to drive up attainment and progress are accessible to our children, regardless of whether they live in or out of County. The support to Designated Teachers may be direct from the Virtual School's Achievement Officers, or may come from other education support services, facilitated by the Achievement Officers.
10. In addition to the ongoing work of the Virtual School team, the current priorities for the Virtual School's strategic development include:

- continuing to develop the framework for partnership working to build capacity in what is a school-led approach. This includes ensuring that the Virtual School is able to inform the strategic discussions which are taking place at a district level in Locality Teams.
- collaborating with Children’s Social Care colleagues to implement strength-based Personal Education Planning (PEP) for ages 3 to 18 years, and to improve the quality of this planning through an effective quality assurance process.
- securing, implementing and embedding a new data system which will enable the Virtual School to more rigorously monitor the attendance, progress and attainment of our children.
- continuing to develop the Virtual School website and training offer so that schools and other partners are better enabled to help themselves.

Improving attendance, progress and attainment

11. Where our children required a school place during national lockdowns due to Covid-19, the Virtual School supported conversations with schools, carers and social workers to ensure that they were provided with a place. Children who needed consistency and routine to meet their emotional needs were made a priority, as were those of our children living with foster carers who were key workers. Decisions were made collaboratively on a case by case basis to ensure that the child’s best interests were at the centre of any decisions about whether they should learn in school, or learn at home. During the first lockdown 17% of our statutory school age cohort received their education in school. Throughout the whole of this Covid-19 period, the Virtual School has continued to provide advice, support and challenge to schools regardless of whether our children were learning at school or at home.
12. The Committee already receives updates on validated educational outcomes of Looked After Children through quarterly performance reports to Committee. Current Covid-19 arrangements have resulted in no published end of key stage outcomes for all children including looked after children and young people for academic years 2019-20 and 2020-21. However, the Virtual School continues to collect teacher assessment information to support identification of those of our children who will require support to achieve the very best they can. The Council’s Performance and Review team works closely with the Virtual School Data Officer to provide support with accessing and analysing data sources locally, regionally and nationally.
13. The current profile (*at the time of writing*) of our children who are of statutory school age, and their educational setting or alternative provision is as follows:
 - the number of our children who are of statutory school is 612
 - of these, 447 attend Nottinghamshire schools
 - by Key Stage: 23 are in reception, 202 are of primary age, and 387 are secondary age
 - 14 are living in Nottinghamshire, but are being educated in other local authority schools (13 are secondary age)
 - 145 are living outside of Nottinghamshire and are being educated in other local authority schools (3 being of reception age, 50 primary age and 92 secondary age).
14. The table below shows the percentage of our children attending schools by Ofsted category. Whilst the legislation charges all local authorities to seek good or better schools for their children, the equivalent data presented above is not published by all local authorities, so it is not possible to show how these figures compare with others.

	Outstanding	Good	Requires Improvement	Inadequate
June 2021	18%	67%	12%	3%
Sept 2020	18%	67%	13%	2%
July 2019	18%	70%	8%	4%
July 2018	18%	74%	8%	1%
July 2017	14%	74%	10%	2%

15. Our children are not automatically moved out of their school if an Ofsted inspection results in the school receiving a less than Good judgement as changing a child's school can in itself impact negatively on attainment and progress. In such circumstances the Virtual School's approach is to monitor closely any of our children who are in less than Good settings and provide support and challenge where this is required to the school.
16. The current Years 12 and 13 cohort of our young people is 182. The Council's ambition is to make sure that all of our post-16 young people are placed on appropriate education, employment or training pathways:
- post-16 destinations reported in January 2021 showed 70% (199/283) of Year 12 and 13 young people were in education, employment or training. This compares to 68% (108/157) of Years 12 and 13 in education, employment or training in January 2020.
 - for the current Years 12 and 13 cohort who are in education, employment or training, 62% are studying level 1 to level 3 (equivalent of GCSE grade 1 - A level) qualifications. The remaining 38% are in employment, apprenticeships, specialist Special Educational Needs & Disabilities provisions, volunteering or in traineeships.
 - there are currently 8 young people who have secured university places to start in September 2021 and 2 young people who have deferred university offers to September 2022. Care leavers destinations are varied including further education, training, employment. The leaving care team is proactive in supporting young people with their leaving care choices around education, employment or training.
17. The Virtual School is currently working with Futures (Career Service) on a project called 'Unlocking Potential'. The project is currently targeting a cohort of over 40 of our young people who are in Year 11+ where their situation means that they are at risk of becoming Not in Education, Employment or Training (NEET). These young people are given access to quality information, advice and guidance, as well as to a mentoring approach which supports their engagement with education, employment or training placements. The project brings together all relevant services around our young people including Children's Social Care, Virtual School, Leaving Care Achievement Advisors and post 16 settings to ensure quality planning is in place to maintain education, employment or training and achieve potential. Those of our young people in Years 12 and 13 who are not part of the Unlocking Potential project also have access to information, advice and guidance to support them in maintaining their chosen courses or to make decisions on whether the course they are currently undertaking is the most relevant and sustainable.
18. The size of the Pupil Premium budget which is overseen by the Virtual School varies each year depending on the number of eligible children. For the financial year 2020/21, the overall pupil premium budget was £1.6m. The value of the Pupil Premium Plus allocation

per eligible Looked After Child is £2,345. The number of children eligible for Pupil Premium Plus for the 2020-21 financial year was 670.

19. In order for the Virtual School to release the Pupil Premium Plus schools are required to return a detailed Pupil Premium Plan; the proposed use of funding is quality assured by the Assistant Head of the Virtual School to ensure that monies are appropriately focused on the particular educational needs for each eligible child. The Virtual School monitors the impact of this funding and has identified a number of evidence-based interventions which have a positive impact on progress, for example, Switch-on and Reading Recovery, Numicon (mathematics), Third Space Learning (English and mathematics) intervention, 1:1 tuition and relational-based support such as Emotional Literacy Support Assistants to overcome barriers to learning. This information is shared with schools and settings to support intervention planning for those pupils not making good progress.
20. Due to the Covid-19 situation last financial year a number of year groups were targeted to receive funds at the beginning of the new academic year 2020-21 without the need to submit a Pupil Premium Plan, namely for our children in Years 6, 10 and 11. The decision on this early release before approved plans were received was to enable schools to have maximum flexibility with the allocation of funding to identify need and target support for these key year groups.
21. In line with the 'Conditions of Grant' guidance, Nottinghamshire's Virtual School retains some Pupil Premium funding (£345 per eligible pupil of the current allocation of £2,345) in order to commission and provide a range of additional development projects, all aimed at providing an enhanced offer to our children. The Letterbox club, the Multi-modal Literacy Project and the Relational Schools: Becoming Attachment Aware and Trauma Informed, are all examples of impactful use of Pupil Premium funding which are worthy of celebration.
22. The Letterbox Club, which is an initiative run by the Book Trust to promote reading for pleasure continues to be evaluated as being extremely positive, with many carers reporting that their young people are now enjoying reading. There was a small delay in sending the parcels out for the 2020 initiative due to Covid-19 which impacted on Inspire's staffing levels, however, there is no delay in this year's distribution for 2021. The current cohort consists of:
 - (Early Years) Year group 1 60
 - Year group 1 28
 - Year group 3 28
 - Year group 5 38
 - Year group 7 50
23. The Multi-Modal Literacy Project is a literacy initiative to engage those of our children whose literacy skills would benefit from improvements in confidence and progress. The Multi-Modal Literacy Project was impacted by Covid-19 which prevented the delivery of face to face training and support to schools. However, the Virtual School supported the practitioners commissioned to deliver the Multi-Modal Literacy Project, to move the work to an online delivery, aptly named as the Multi-Modal Hub. This Hub enabled students on the project to access live one hour teaching sessions three times a week which continued to build on the resources the pupils had from the project. By continuing in this way the schools, carers and

children have produced their project work for last academic year which will be showcased at the Harley Gallery in June & July 2021.

24. The development of the Multi-Modal Hub was a huge success and engaged some very hard to reach learners who had not been on the project previously. The intention is to maintain the Hub as a blended approach for the Multi-Modal Literacy Project and also as an offer to those learners that might find face to face teaching a challenge. Feedback from adults supporting the Hub included comments such as: 'a way for children to expand their literacy and technology skills, able to achieve, empowering – great for self-esteem and positive learning environment'.
25. From termly data collected from Autumn 2020 to date:
 - 25 of our children who have some of the most complex needs are currently accessing the Multi-Modal Literacy Project. There will be an additional cohort identified to start in the new academic year in addition to these pupils
 - 56% (14/25) of the cohort are making expected or more than expected progress in reading which is the focus of the project
 - one pupil who was meeting age related expectations in the autumn term has moved to exceeding age related expectations in reading in the spring term
 - two pupils from this cohort were making below expected progress in writing in the autumn term; spring term data shows they are now making expected progress in writing with one of those pupils also moving to expected progress in reading
 - another pupil who was making expected progress in reading and writing in the autumn term, was making exceeding progress in spring term
 - one pupil who was making below expected progress in reading and writing in the autumn term, moved to making expected progress in the spring term
 - there were upwards of 20 pupils each week accessing the Hub provision during lockdown with additional sessions being offered for those pupils who had accessed learning through the Hub that had not engaged with the Multi-Modal Literacy traditional face to face approach.
26. Qualitative data collected by the practitioners over two terms delivering the project from schools include that:
 - there was evidence of progress in literacy attainment
 - there was increased engagement in literacy activities
 - there was a strong sense of authorship and in authorial intent
 - children took pride in their work
 - there was a knowledge of how texts work
 - the work enhanced ICT skills and research skills
 - there was improved confidence and a 'can do' belief
 - there was an enthusiasm for books and creating texts
 - the work improved home school links
 - the work brought to light issues through interactions with texts and the creation of stories.
27. The Multi-Modal Literacy Project will be delivered again during the 2021-22 academic year with exciting developments to include an app to support the children and young people to access resources and reading activities.

Further development of Partnership working

28. The Virtual School works in collaboration with a full time Leaving Care Achievement Advisor whose time is dedicated to supporting the post-16 cohort of our young people. The Virtual School shares information of those Year 11 young people who may be at risk of not securing an appropriate education, employment or training pathway. The Virtual School and the Leaving Care Achievement Advisor work collaboratively to support any young people who are at risk of underachievement or exiting courses early.
29. The Virtual School works with the Leaving Care Achievement Advisor, meeting termly with the further education college settings in Nottinghamshire where most of our young people are on roll. These include West Notts College, Nottingham College and North Notts College. These meetings provide an opportunity to discuss those of our young people who may be requiring support to maintain their education, employment or training choices, to celebrate their successes, and to agree 'next steps'.
30. The Virtual School works with the University of Nottingham to organise webinars about going to university and the support which would be available to them. These sessions were available in June 2021 to our young people who are in Years 10-13. The aim of the sessions is to raise aspirations for our young people, to share the support available at universities, and to hear from student ambassadors about their personal experiences of university. Four of our young people aged 16-18 years have accessed mentoring from Nottingham Trent University to support their applications and planning for university.
31. The Virtual School team works in close partnership with other Council service areas, including the Fair Access Team, to ensure that there is a robust joined-up approach to identifying and monitoring those of our children who may be vulnerable to experiencing difficulties in their education provision. This process is delivered through the work of the Vulnerable Children's Education Committee, Children Out of School Group and the Children Missing Education Panel. These processes provide a clear escalation process when our children are at risk of not receiving an appropriate, full-time education, or where they require a different type of education to what is available in a mainstream setting. **All** of our children are currently receiving education whether in a mainstream school, alternative provision or via a bespoke package. **None** of our children are currently the focus of discussion at the Children Out of School Group or Children Missing Education Panel meetings.
32. The Virtual School works closely with colleagues in the Education, Learning and Skills division in areas where there are shared responsibilities, for example in providing schools with advice regarding the use of the Early Years Pupil Premium, specifically how to select interventions which are likely to have the greatest impact for the child.
33. The Virtual School team also works closely with colleagues across Children's Social Care and especially with the Children's Placement team to minimise disruption in education should placement moves be required. There is a robust decision-making process involving senior colleagues in the Commissioning and Placements team which is followed when any education placements are required as part of residential placements for our children.
34. The Virtual School, together with other strategic partners, has continued to develop the Work Readiness and Career Ambition Programme. The Virtual School continues to work

with all partners both outside and inside the Council to maintain the programme through an online delivery via the Virtual School website. Colleges, Futures and other providers have all delivered their workshops through this method and there are activities available to support these virtual workshops. This will be kept up to date regardless of whether the programme is delivered on a face-to-face model again as it gives all children and young people the ability to draw on the resources, advice and guidance provided by the project.

Improving Personal Education Planning

35. Personal Education Plans are an evolving record of what needs to happen for our children to enable them to make at least expected progress and to fulfil their educational potential. Personal Education Plans are an integral, statutory part of a young person's Care Plan and should be reviewed three times a year (termly). Nottinghamshire Personal Education Plans have been updated for the academic year 2020-2021 to ensure that the Personal Education Plan reflects the type of strength-based approach which is being promoted across the Local Authority's children's services. The strength-based approach ensures successes and achievements of our children are at the centre of the Personal Education Plan, alongside the child's 'voice', meaning their view of their situation, their aspirations, and what they think is needed to support them. The Personal Education Plans are age and phase appropriate i.e. from age 3 to 18 years, requiring SMART (Specific, Measurable, Achievable, Realistic & Timely) target setting so that educational progress can be readily monitored.
36. The documents which support the Personal Education Plan process have been co-produced with Children's Social Care colleagues, including guidance to support high-quality person-centred meetings and effect record keeping.
37. To support the Personal Education Plan process, a collaborative quality assurance process is undertaken through multi-agency forums which includes Children's Social Care colleagues. These mechanisms help to maintain a focus on the quality of Personal Education Plans processes. Training on Personal Education Plans continues to be delivered to schools on a termly basis, and training is also now being offered to Post 16 settings, alternative provisions and social care teams. Typically, termly training is being accessed by 30+ delegates.
38. The quality assurance process for the current academic year has evidenced that the new strength-based Personal Education Plans are enabling schools to identify and record our young people's strengths and needs well. This is having a positive impact in more clearly identifying what support is needed for identified areas of need than was the case with the previous Personal Education Plan documentation.

Implementing an improved data system

39. The demands on the data systems used by the Virtual School have significantly increased to the point whereby new, more powerful data systems are required to carry out increasingly sophisticated yet robust analysis of the data which the Virtual School holds. This will enable the Virtual School to continue to challenge schools and other education providers when those of our children do not make educational progress.

Developing the Virtual School website and training offer

40. The Virtual School has a responsibility, as detailed in the guidance for local authorities *Promoting the Education of Looked After and Previously Looked After Children, Department for Education, February 2018*, to:
- ensure that all governors and school leaders are aware of their requirement to appoint and train a Designated Teacher for our children
 - work closely with, and provide training and support for all Designated Teachers to ensure that they understand and fulfil their statutory role for our children
 - provide regular updates for governors, school leaders and Designated Teachers in terms of current outcomes for our children, and to provide good practice examples.
41. Good links are in place with Designated Teachers in Nottinghamshire schools through a regular email service, which provides Designated Teachers with up-to-date information and guidance on all aspects related to provision for our children.
42. The Virtual School's website has been developed, and continues to be updated, to provide a reliable source of information and resources for not only partners but for parents, carers of previously looked after children. There has been positive feedback received and the intention is to develop this further. At the time of writing the website has been viewed over 1,500 times by over 1,100 different users, during the past year.
43. The new duties extended to the Virtual School to those previously looked after has been effectively managed through an advice and guidance phone line and email service, and also through workshops delivered by both the Educational Psychology Service and Virtual School Achievement Officers. These workshops have been well attended with over 100 parents accessing the sessions this academic year. Evaluations of the workshops have been very positive. Further workshops to support this cohort of children and young people will continue and collaborative working with the East Midlands Regional Adoption Agency will further support this area of work.
44. The Virtual School offers free 'new to role' or 'refresher' training to all Designated Teachers on a termly basis. During the academic year 2020/21 over 112 Designated Teachers have received this training. In addition, the Virtual School has developed a Continuing Professional Development (CPD) offer for Designated Teachers, with a menu of training modules, including understanding trauma, executive functioning, and emotion coaching. These courses are offered at no cost to schools and settings and if not delivered by the Virtual School team, are commissioned through the Educational Psychology Service. Over the last year all training has been delivered online: to date, 106 school colleagues have attended training, 98% reporting that the training was useful or very useful.
45. Following a successful pilot project whereby a network for Designated Teachers was set up in the Mansfield area, this model of facilitating peer support between Designated Teachers has become an established way of working for the Virtual School. Networks now operate across the County giving all Designated Teachers access to peer support and sharing good practice; the networks have also become another forum for the delivery of training. The network meetings are facilitated by the Virtual School, following an agenda co-created with the Designated Teachers.

46. Relational Schools: Becoming Attachment Aware and Trauma Informed continued to run throughout the Covid-19 period via a virtual webinar approach. A key aspect of the project is sharing good practice that schools develop and this remains an expectation of the participants; this is shared widely through either designated teacher networks or through other training forums that the Virtual School will facilitate to continue to develop the Designated Teachers' knowledge and confidence throughout Nottinghamshire.
47. In partnership with Nottingham Trent University the Virtual School hosted a virtual Designated Teacher conference as it was still not possible to host a live event in April 2021. Over 120 delegates signed in for the conference with workshops delivered by schools on their work as part of the Relational Schools project, Education Psychologists on approaches to support the needs of vulnerable children and Nottingham Trent University staff and students on experiences in higher education. The feedback was very positive, with 100% of evaluations (54 received) giving the experience and content 5 stars. A new date is booked for 2022 once again in collaboration with Nottingham Trent University with the hope of this being face to face. Some comments received through the evaluation included 'this is the best training I have ever received' and 'looking forward to the next event'.

Celebrating success

48. The Virtual School hosts an annual achievement event to celebrate the success of Nottinghamshire's children and young people. This is usually attended by our children and young people, their carers, their teachers, their social workers, and various senior officers of the Council as well as the Virtual School team. Unfortunately, due to the Covid-19 situation it was not possible for the event to be held under normal circumstances at the Albert Hall in Nottingham City Centre. However, 132 Looked After Children received their certificate, book token and letter to acknowledge their achievements. Colin Pettigrew, Corporate Director, also recorded a congratulatory message that was accessible through the Virtual School website and the inspirational speaker, Fabrice Muamba, recorded his speech for children, young people, carers and professionals to listen to. The achievements range from graduation from university to overcoming huge barriers in personal and social lives.

Other Options Considered

49. No other options have been considered.

Reason/s for Recommendation/s

50. The report provides an opportunity for the Committee to consider any further actions arising from the information contained within the report.

Statutory and Policy Implications

51. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment 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

52. There are no financial implications arising from this report.

RECOMMENDATION/S

That the Committee:

- 1) considers whether there are any actions it requires in relation to the information in the report on the impact of the work of the Virtual School and its partners for academic year 2020/21.
- 2) agrees that further annual reports on the work of the Virtual School be presented to the Children and Young People's Committee.

Marion Clay
Service Director, Education, Learning and Skills

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Constitutional Comments (ELP 15/07/21)

53. The recommendations fall within the delegation to Children and Young People's Committee by virtue of its terms of reference.

Financial Comments (MDN 07/07/21)

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

Background Papers and Published Documents

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

Promoting the Education of Looked After Children and Previously Looked After Children (Department for Education, February 2018)

Electoral Division(s) and Member(s) Affected

All.

C1481



26th July 2021

Agenda Item: 7

REPORT OF THE SERVICE DIRECTOR, FINANCE, INFRASTRUCTURE & IMPROVEMENT

CHILDREN AND YOUNG PEOPLE CORE DATA SET - PERFORMANCE AND FINANCE FOR QUARTER 4 2020/21

Purpose of the Report

1. This report provides the Committee with a summary of the performance and finance of the Council's services for children and young people for quarter 4 of 2020/21 (1st January to 31st March 2021).

Information

2. The Council's Planning and Performance Framework establishes the approach that the Council takes to planning and managing its performance to deliver effective and responsive services.
3. The Council has agreed that the key measures of its performance will be defined through a number of core data sets which are detailed in its Council Plan and each of its Departmental Strategies.
4. Performance against these core data sets is reported to Committee every three months (quarterly) to support the performance management of the delivery of services.

Performance Reporting for 2020/21

5. This report provides a summary of the quarter 4 position for the Children's Social Care and Education Core Data Set performance measures that fall within the responsibility of the Children and Young People's Committee. The full Core Data Set is included in **Appendices 1 and 2**. **Appendix 1** shows those measures which have received updates since the previous quarter. **Appendix 2** shows those measures which have not changed.
6. For each measure, the following information is provided:
 - Current performance and whether a high or low value is regarded as 'good'.
 - The period this current value relates to.

- An indication of whether performance has improved (+), declined (-), or remained the same (=) over the current reporting period. The most recently available annual performance and which year this relates to.
- The underlying numbers used to calculate the % for some measures is provided within the measure description.
- If a measure is cumulative, this is stated in the measure description.
- Comparator data of the national average for England, and that of the Council's children's services statistical neighbours, where this data is available.

Child and Family Assessments

7. Continued positive and consistent performance in this area with no concerns raised.

Child Protection

8. In March 2021 there was a noticeable reduction in the numbers of children subject of a Child Protection Plan. This may have been related to the start of lockdown. Since the reopening of schools and the reduction in lockdown measures, we have seen a corresponding increase in Initial Child Protection Conferences held and will be monitoring this over the months ahead.
9. The Independent Chair Service continues to closely monitor the length of Child Protection Plans and will seek an update/response from the relevant Children's Services Manager when a plan reaches 15 months. It is hoped that this will focus the planning to ensure that children's needs are appropriately met.
10. The Council continues to monitor the number of children becoming subject to a Child Protection Plan for a second or subsequent time and note whether the concerns are the same as previously or different. Children's Service Managers in the Assessment Teams alert their counterparts in the District Child Protection Teams, and in the Independent Chair Service if they are agreeing an Initial Child Protection Conference for a child for a second or subsequent time.
11. The majority of children who are subject to a Child Protection Plan continue to have that plan reviewed within the required timescales.

Child Sexual Exploitation and Missing

12. There has been an increase in the number of children reported to the Multi-Agency Safeguarding Hub as being at risk of Child Sexual Exploitation in quarter 4, which is part of the rise in enquiries to the Authority as lockdowns have eased. This should be seen as a positive as agencies are proving to be alert to concerns. All Child Sexual Exploitation concerns are considered and the appropriate measures put in place in terms of support for families, for example through child in need arrangements or child protection measures. It is notable that a lower number of multi-agency Child Sexual Exploitation strategy meetings have taken place in the quarter and this is currently subject to further analysis which will be reported on in the end of year report.
13. The numbers of children who have gone missing and reported to the police in quarter 4 is comparable to the numbers last quarter. More children are reported missing from home

than from care, again comparable to quarter 3. 267 children were reported to the police as missing 520 times in the quarter, a slight increase on the last quarter but lower than the high of 599 in the summer when lock down restrictions were eased and the weather was good. Numbers can be expected to rise again in quarter 1 now lock down restrictions are again easing and the weather improves. A number of children were reported missing 5 or more times in the period. This was 22% of the total children reported missing - the same as in quarter 3. This cohort receive close management attention. The percentage of children missing from care in Nottinghamshire continues to be below both the national average and the Council's statistical neighbours at 7.5% compared with the most recently available England average of 10% and the statistical neighbour average of 9.5%. Of the return interviews which were engaged with by the child, 79% were completed in 72 hours of the child's return. This is an improvement on the last quarter and work continues in this area

Looked After Children

14. This measure considers children in care who have had more than three placements during the previous 12 months as a proportion of all children in care. The latest data indicates continuing strong performance, though the impact of the coronavirus pandemic continues to present challenges in maintaining stable placements. The corresponding commentary for the previous quarter - written in February 2021 - suggested that the introduction of the most recent period of lockdown was proving challenging in terms of maintaining placement stability. Whilst this has led to a small reduction in overall placement stability during quarter 4, the data continues to evidence comparatively strong performance - against both internal and national benchmarks. Please note that some level of caution should be exercised when benchmarking against national data because there is a difference between how the current Nottinghamshire figure is calculated and the way in which the national average data was computed in 2018/19. It effectively over-inflates the Nottinghamshire figure, hence the target of 12% has been derived to account for this.
15. The continued strong performance in this indicator underlines the fact that the majority of children in care experience very stable placements over the longer term. It is not until they are aged 16+ that a greater proportion of children in care might experience more changes of placement, but these are part of the normal care plan for older young people in care as they transition into semi-independent accommodation to equip them with independence skills as part of their wider transition into adulthood. The impact of the pandemic on the wider instability of placements has resulted in a small reduction in the overall percentage of long-term stable placements, but the data continues to evidence comparatively strong performance - against both internal and national benchmarks. Please note that the same issue around differences in data computation described above regarding stability of placements applies equally to this indicator, hence this target has likewise been modified to account for this.

Adoption

16. There is considerable delay in care proceeding cases within local courts which will mean children remain looked after for longer before placement orders can be made and the move to adopters take place.

17. Performance for the time between the Local Authority receiving the court authority and deciding on a match is very positive and shows that as soon as a placement order is made by the court, Adoption East Midlands is identifying adopters and matching children. This includes work to actively track all children with adoption plans to prevent placement delay and identify any children who may be harder to place.
18. It should be noted that the aim of the Authority is to achieve a family centric outcome which offers a stable and loving home. This may take the form of kinship care opportunities which can offer a better outcome for the child than adoption.

Care leavers

19. Due to a known issue on Mosaic, which is affecting the updating of care leaver information on employment, education, and training and accommodation, the performance indicators for quarter 4 cannot be accurately calculated. In April, the Service identified 93 young people whose data could not be updated due to this issue.
20. The Information and Systems Team have been in contact with Servelec regarding the issue and continue to work to resolve the problem. As this work is ongoing, it is unlikely that accurate performance metrics for care leavers will be available for quarter 1 of 2021/22. Providing the Mosaic issue is fixed within the next month, it is estimated that quarter 2 performance indicators would be available and accurate.

Youth Offending

21. The rate (per 100,000 population) of First Time Entrants remains low relative to previous years and will likely be owed to a cumulation of factors, including Covid-19 impact on criminal activity and a revised out of court disposal protocol which sees more children being managed and supported without the need to go to court. Systems/processes have largely caught up with the majority of backlogs now removed.

Summary Financial Position

22. As at the end of March 2021, the Children and Families Department was underspent by £2.031m after contributions to reserves; this is equivalent to 1.36% of the final budget and is summarised in the Table below.

Committee	Final Budget	Actual Out-turn	Under(-) / Overspend Variance	Variance as % of Final Budget
	£000	£000	£000	%
Children & Young People				
Youth, Families & Social Work	61,599	61,779	180	0.29%
Education Learning & Skills	5,650	5,601	-49	-0.87%
Commissioning & Resources	68,114	65,891	-2,223	-3.26%
Capital & Central Charges	14,037	14,098	61	0.43%
Net Committee Overspend	149,400	147,369	-2,031	-1.36%

23. The final out-turn for the Youth, Families and Social Work Division is a net overspend of £0.180m. The major contributing factor is a £0.8m overspend on social work staffing with £1.0m relating to the Hard to Retain teams. The overspend arose due to a combination of staffing changes including additional capacity staff to respond to increased workloads and maintain manageable caseloads, new posts established and the continued need for agency workers. All agency posts required the explicit approval of the Service Director, Youth, Families and Social Work, and were subject to scrutiny by the quarterly Agency Challenge Panel. There was a £0.2m underspend on other social work staffing which reduced the overspend.
24. The agency spend for the Hard to Retain teams is £5.7m (2019-20 £5.4m) and at the end of March there were 69.7 fte (73 fte 2019-20) agency Social Workers and Team Managers in these and the Looked After Children team. This equates to an average of 76.9 fte agency Team Managers and Social Workers for the year. Included in the agency spend is 33.1 fte agency Social Work Assistants in the District Child Protection teams and Business Support in Multi-Agency Safeguarding Hub operations and Fostering in post at March 2021.
25. The overspend was offset by a net underspend of £0.6m across all other budgets which included vacancies, staff related running expenses, non-looked after children placements and additional grant income.
26. The final out-turn for the Education, Learning and Skills Division was a small net underspend of £0.048m. The major contributing factor is a £0.6m overspend on the school improvement sold service offer offset by a £0.6m underspend across all other budgets which includes vacancies and additional grant income. A review of the sold service offer for 2020/21 and beyond has been undertaken.
27. The final out-turn for the Commissioning and Resources Division is a net underspend of £2.2m. The major contributing factor is a £1.4m underspend on Children's Centres, the majority of which is temporary i.e. approximately £0.6m is staffing related due to vacancies, £0.3m gainshare from Nottinghamshire Children and Families Partnership related to the former Children's Centre contract and a 3.5% temporary subsidy on the NHS Employers pension rate for 2020-21. There is a further £0.5m underspend across all other budgets.
28. There was also a £0.6m underspend on external residential placements for Children Looked After although it should be noted that that this was after the addition of £6.4m of temporary Covid-19 funding. Since the beginning of April 2020 external Looked After Children placements have grown by a net of 55 from 445 to 500 at the end of March 2021. The original pre-Covid-19 estimate was for numbers to reach 505 by 31st March 2021 (also before any positive effects of the Social Impact Bond and increased internal fostering which were still at early stages). During 2020, numbers grew rapidly during the pandemic and at one point were projected to reach 550.
29. The remaining £0.2m underspend was across a range of other budgets.
30. The final out-turn for Clayfields Secure Children's Home was a surplus of £0.528m above its income target of £0.134m. From early September 2020 it had been invoicing for all beds, including extra costs for 1:1 and 2:1 support. Additionally, the Youth Custody Service

approved an inflationary increase to bed prices backdated to April 2020. The surplus was transferred to the trading reserve and a balance of £0.563m will carry forward to 2020/21.

Other Options Considered

31. This report is provided as part of the Committee's constitutional requirement to consider performance of all areas within its terms of reference on a quarterly basis. The departmental strategy was agreed on 24th January 2018 and the format and frequency of performance reporting were agreed by the Improvement and Change Sub-Committee on 12th March 2018. Due to the nature of the report no other options were considered appropriate.

Reason/s for Recommendation/s

32. This report is provided as part of the Committee's constitutional requirement to consider performance of areas within its terms of reference on a quarterly basis.

Statutory and Policy Implications

33. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment 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

34. There are no direct financial implications arising from the report.

Safeguarding of Children and Adults at Risk Implications

35. Reporting on the performance of services for looked after children and care leavers will better enable the Council to ensure that children are effectively safeguarded.

RECOMMENDATION

- 1) That Committee considers whether there are any actions it requires in relation to the performance information on the Council's services for children and young people for the period 1st January to 31st March 2021.

Nigel Stevenson

Service Director for Finance, Infrastructure & Improvement

For any enquiries about this report please contact:

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Constitutional Comments (CEH 29/06/21)

36. Children and Young People's Committee has authority under its terms of reference to consider this report and recommendation.

Financial Comments (SAS 29/06/21)

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

Background Papers and Published Documents

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

[Children and young people core data set - performance and finance for Quarter 3: report to Children and Young People's Committee on 15th March 2021](#)

Electoral Division(s) and Member(s) Affected

All.

C1482

Appendix 1 - Indicators updated from previous report



Core Data Set for CYP
Committee Performance for Quarter Four

Key Performance Indicator	Nottinghamshire					Comparator Data		
	Current Value	Best to be	Current Reporting Period	Previous Value	Previous Annual Performance	National Average	Statistical Neighbours	
Child and Family assessments for Children's Social Care carried out within statutory timescales	97.1%	+	High	2020/21 Q4	97.0%	96.0% (2018/19)	83.1% (2018/19)	81.4% (2018/19)
Percentage of child protection cases reviewed within timescale	93.4%	-	High	2020/21 Q4	95.0%	91.4% (2018/19)	91.8% (2018/19)	91.1% (2018/19)
Children subject to a Child Protection Plan – Rate per 10,000	42.9	N/A	N/A	2020/21 Q4	44.3	50.1 (2018/19)	43.7 (2018/19)	41.7 (2018/19)
Children who are subject to a child protection plan for 2 years or more	3.4%	+	Low	2020/21 Q4	6.2%	4.1% (2018/19)	3.3% (2018/19)	3.8% (2018/19)
Children becoming the subject of a child protection plan on more than one occasion	15.4%	+	Low	2020/21 Q4	26.7%	23.8% (2018/19)	20.8% (2018/19)	21.3% (2018/19)
Total number of individual children reported missing this quarter	267	-	Low	2020/21 Q4	262	967 (P) (2018/19)	-	-
Of the children reported missing, % missing from home (152/267)	56.9%			2020/21 Q4	57.6%	71% (P) (2018/19)	-	-
Of the children reported missing, % missing from care placement (119/267)	44.6%			2020/21 Q4	43.5%	33% (P) (2018/19)	-	-
Of the children reported missing, % missing from NCC LAC care placement (75/267)	28.1%			2020/21 Q4	29.0%	18% (P) (2018/19)	-	-
Total number of missing occurrences* this quarter generated by these children	520	-	Low	2020/21 Q4	477	2785 (P) (2018/19)	-	-
Percentage of Nottinghamshire LAC missing from placement by individual child (L) (75/996)	7.5%	+	Low	2020/21 Q4	7.6%	18% (2017/18)	11% (2017/18)	10.1% (2017/18)
Percentage of children reported missing this qtr who have gone missing 5+ times in last 12 mths (60/267)	22.5%	-	Low	2020/21 Q4	22.1%	14% (P) (2018/19)	-	-
Number of children reported to MASH as at risk of CSE	107	-	Low	2020/21 Q4	85	381 (P) (2018/19)	-	-
Number of LAC children subject to CSE strategy meeting	1	+	Low	2020/21 Q4	2	5 (P) (2018/19)	-	-
Number of non LAC children subject to CSE strategy meeting	6	+	Low	2020/21 Q4	18	59 (P) (2018/19)	-	-
Percentage of looked after children placed 20 miles or more from home (L) (160/953)	16.8%	+	Low	2020/21 Q4	16.9%	17.0% (2018/19)	15.0% (2018/19)	15.7% (2018/19)
Looked after children with 3 or more placements in any one year (L)	10.6%	-	Low	2020/21 Q4	9.6%	4.0% (2018/19)	10.0% (2018/19)	10.1% (2018/19)
Percentage of looked after children remaining in long-term placements (L)	68.1%	-	High	2020/21 Q4	68.6%	89% (2018/19)	69% (2018/19)	67.7% (2018/19)

For Nottinghamshire, the performance data available at the end of quarter 4 2020/21 is reported. The most recent data for national average and children's services statistical neighbours is reported, where available. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned. Where Nottinghamshire performance meets or exceeds the latest national performance information, this is highlighted by the emboldened boxes. Key: (p) = provisional data; (L) = reported against the outcomes in the LAC & Care Leavers Strategy (+) = better than previous value; (-) = worse than previous value; (=) = same as previous value; (n/a) = not comparable to previous value

NB Missing definition = reported as missing to Police, includes missing no risk (absent) as well as missing

* missing occurrences - Current value is total over 3 months, annual performance is total over 12 months

Appendix 1 - Indicators updated from previous report (contd)



Core Data Set for CYP
Committee Performance for Quarter Four

Key Performance Indicator	Nottinghamshire					Comparator Data		
	Current Value	Best to be	Current Reporting Period	Previous Value	Previous Annual Performance	National Average	Statistical Neighbours	
Percentage of school-age LAC with an up-to-date Personal Education Plan (L) (340/651)	52.2%	+	High	2020/21 Q4	47.0%	68.7% (P) (2018/19)	-	-
Percentage of LAC who took up the opportunity to be consulted by their Independent Reviewing Officer (IRO) prior to the LAC Review Meeting (L) (250/727)	34.4%	+	High	2020/21 Q4	32.3%	30.8% (P) (2018/19)	-	-
Average time between a child entering care and moving in with its adoptive family, for those adopted children, adjusted for foster carer adoptions (days)	491	=	Low	2020/21 Q4	491	285 days (2016-19)	285 days (2016-19)	360 days (2016-19)
Average time between a LA receiving court authority to place a child and deciding on a match to an adoptive family (days)	89	+	Low	2020/21 Q4	306	134 days (2016-19)	134 days (2016-19)	162 days (2016-19)
Participation in education, employment and training (EET) aged 16-17	95.7%	+	High	2020/21 Q4	94.3%	94.9% (2018/19 Q4)	-	-
Percentage not in education, employment or training (NEET) aged 16-17	1.7%	=	Low	2020/21 Q4	1.7%	1.7% (2018/19 Q4)	-	-
Percentage whose destination is not known aged 16-17	2.6%	+	Low	2020/21 Q4	4.0%	3.4% (2018/19 Q4)	-	-
Numbers of individual children and young people engaged in positive activities delivered by the Young People's Service (cumulative)	3,459	-	High	2020/21 Q4	16,314 (Q4 19/20)	16,338 (2018/19)	-	-
Numbers of children and young people accessing Outdoor and Environmental Education (cumulative)	4,593	-	High	2020/21 Q4	28,190 (Q4 19/20)	29,056 (2018/19)	-	-
Numbers exiting substance misuse treatment in a planned manner	75%	+	High	2020/21 Q3	74%	94% (2019/20)	82% (2019/20)	-
First time entrants to the Youth Justice System aged 10-17 (per 100,000) (cumulative)	101	+	Low	2020/21 Q3	122 (Q4 19/20)	251 (2018/19)	276 (2017/18)	-

For Nottinghamshire, the performance data available at the end of quarter 4 2020/21 is reported. The most recent data for national average and children's services statistical neighbours is reported, where available. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned. Where Nottinghamshire performance meets or exceeds the latest national performance information, this is highlighted by the emboldened boxes. Key: (p) = provisional data; (L) = reported against the outcomes in the LAC & Care Leavers Strategy (+) = better than previous value; (-) = worse than previous value; (=) = same as previous value; (n/a) = not comparable to previous value

Appendix 2 - Indicators that remain unchanged from previous report



Core Data Set for CYP
Committee Performance for Quarter Four

Key Performance Indicator	Nottinghamshire					Comparator Data		
	Current Value	Best to be	Current Reporting Period	Previous Value	Previous Annual Performance	National Average	Statistical Neighbours	
Average Strengths and Difficulties Question (SDQ) Score per LAC (for at least 12 months) (L) (Maximum possible score 40)	15.2	+	Low	2018/19	15.9	15.9 (2017/18)	14.2 (2018/19)	14.2 (2018/19)
Percentage of LAC (for at least 12 months) with up to date immunisations (L) (589/592)	99.0%	+	High	2018/19	99%	98.9% (2017/18)	87% (2018/19)	85.2% (2018/19)
Percentage of LAC (for at least 12 months) who have had their teeth checked by a dentist (L) (460/592)	78.0%	-	High	2018/19	82%	82% (2017/18)	85% (2018/19)	80.1% (2018/19)
Percentage of LAC (for at least 12 months) who have had their annual health assessment (L) (581/592)	98.0%	+	High	2018/19	94%	93.9% (2017/18)	90% (2018/19)	88.7% (2018/19)
Percentage of LAC (for at least 12 months & under 5) whose development assessments are up to date (46/46)	100.0%	=	High	2018/19	100%	100% (2017/18)	88% (2018/19)	95.3% (2018/19)
Percentage of LAC (for at least 12 months) identified as having a substance misuse problem (L) (27/592)	5.0%	=	Low	2018/19	5%	5.0% (2017/18)	4% (2018/19)	3.0% (2018/19)
Percentage of LAC (for at least 12 months) convicted or subject to a final warning or reprimand (L) (0/592)	0.0%	=	Low	2018/19	0.0%	0.0% (2017/18)	3% (2018/19)	3.4% (2018/19)
Percentage of Return Interviews completed within timescale (L) (293/358)	81.8%	+	High	2020/21 Q2	79.0%	73% (P) (2018/19)	-	-
Primary schools judged by Ofsted as having good or outstanding standards of behaviour	93.4%	+	High	As at Sept 2015	92.7%	n/a	94.3% (Sept 2015)	94.1% (Sept 2015)
Secondary schools judged by Ofsted as having good/outstanding standards of behaviour	79.1%	-	High	As at Sept 2015	83.3%	n/a	85.1% (Sept 2015)	84.2% (Sept 2015)
Percentage of children aged 0-4 living in low income areas registered with children's centres (snapshot)	100.0%	=	High	2018/19 Q1	100.0%	100% (2017/18 Q4)	-	-
Percentage of children aged 0-4 living in low income areas seen at children's centres (cumulative)	75.5%	+	High	2018/19 Q1	72.4%	75.5% (2017/18 Q4)	-	-
Breastfeeding prevalence at 6-8 weeks, incl. mixed feeding methods (Nottinghamshire NHS)	43.4%	=	High	2019/20 Q3	43.4%	41.9% (2018/19)	46.2% (2018/19)	45.7% (2018/19)
Percentage of LAC achieving expected standard at KS1 in Reading (L) (9/15)	60.0%	+	High	2018/19 academic	31.3%	31.3% (2017/18)	52.0% (2018/19)	-
Percentage of LAC achieving expected standard at KS1 in Writing (L) (7/15)	46.7%	+	High	2018/19 academic	25.0%	25.0% (2017/18)	43.0% (2018/19)	-
Percentage of LAC achieving expected standard at KS1 in Maths (L) (9/15)	60.0%	+	High	2018/19 academic	37.5%	37.5% (2017/18)	49.0% (2018/19)	-
Percentage of LAC achieving expected standard at KS2 in Reading (L) (17/33)	51.5%	+	High	2018/19 academic	46.9%	46.9% (2017/18)	49.0% (2018/19)	50.0% (2018/19)

For Nottinghamshire, the performance data available at the end of quarter 4 2020/21 is reported. The most recent data for national average and children's services statistical neighbours is reported, where available. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned. Where Nottinghamshire performance meets or exceeds the latest national performance information, this is highlighted by the emboldened boxes. Key: (p) = provisional data; (L) = reported against the outcomes in the LAC & Care Leavers Strategy (+) = better than previous value; (-) = worse than previous value; (=) = same as previous value; (n/a) = not comparable to previous value

Appendix 2 - Indicators that remain unchanged from previous report



Core Data Set for CYP
Committee Performance for Quarter Four

Key Performance Indicator	Nottinghamshire				Comparator Data			
	Current Value	Best to be	Current Reporting Period	Previous Value	Previous Annual Performance	National Average	Statistical Neighbours	
Percentage of LAC achieving expected standard at KS2 in Writing (L) (19/33)	57.6%	+	High	2018/19 academic	37.5%	37.5% (2017/18)	50.0% (2018/19)	46.0% (2018/19)
Percentage of LAC achieving expected standard at KS2 in Maths (L) (13/33)	39.4%	+	High	2018/19 academic	37.5%	37.5% (2017/18)	51.0% (2018/19)	48.0% (2018/19)
Percentage of LAC achieving 9-5 grades in GCSE English & maths at KS4 (L) (8/71)	11.3%	+	High	2018/19 academic	6.8%	6.8% (2017/18)	7.3% (2018/19)	10.0% (2018/19)
Percentage of LAC achieving 9-4 grades in GCSE English & maths at KS4 (L) (17/71)	23.9%	+	High	2018/19 academic	22.7%	22.7% (2017/18)	18.0% (2018/19)	21.3% (2018/19)
Percentage of LAC classed as persistent absentees (L) (29/385)	7.5%	+	Low	2018/19 academic	8.9%	8.9% (2017/18)	10.9% (2018/19)	10.9% (2018/19)
Percentage of LAC permanently excluded (L) (0/365)	0.0%	=	Low	2017/18 academic	0.0%	0% (2016/17)	0.05% (2017/18)	-
Percentage of LAC with at least one fixed term exclusion (L) (38/365)	10.4%	+	Low	2017/18 academic	10.6%	10.6% (2016/17)	11.7% (2017/18)	11.0% (2017/18)
Number of primary schools in an Ofsted category (Inadequate)	1	+	Low	2019/20 Q4	2	n/a	-	-
Number of secondary schools in an Ofsted category (Inadequate)	3	-	Low	2019/20 Q4	2	n/a	-	-
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)	70.6%	+	High	2018/19 academic	69.7%	69.7%	71.8% (2018/19)	72.0% (2018/19)
Attainment gap for a good level of development in EYFSP between pupils taking free school meals and the rest	23.0%	-	Low	2018/19 academic	22.7%	22.7%	18.5% (2018/19)	-
Pupils achieving at least the expected standard in reading, writing & mathematics at age 11	64.7%	=	High	2018/19 academic	64.7%	64.7%	65% (2018/19)	64.7% (2018/19)
Attainment gap at age 11 between pupils taking free school meals and the rest (FSM during past six years)	22.6%	=	Low	2018/19 academic	22.6%	22.6%	19.0% (2018/19)	-
Achievement of 9-5 grades in GCSE English & maths	45.4%	-	High	2018/19 academic	45.6%	45.6%	43.4% (2018/19)	42.9% (2018/19)
Achievement of 9-4 grades in GCSE English & maths	67.6%	+	High	2018/19 academic	66.6%	66.6%	64.9% (2018/19)	65.1% (2018/19)
Attainment gap at age 16 between pupils taking free school meals and the rest (FSM during past six years) 9-5 grades in GCSE English & maths	26.4%	+	Low	2018/19 academic	28.2%	28.2%	24.5% (2018/19p)	-
Attainment gap at age 16 between pupils taking free school meals and the rest (FSM during past six years) 9-4 grades in GCSE English & maths	26.7%	+	Low	2018/19 academic	28.0%	28.0%	26.3% (2018/19p)	-
Percentage of A level entries at A*-B grades	49.5%	+	High	2018/19 academic	49.3%	49.3%	48.4% (2018/19)	-
Percentage of A level entries at A*-E grades	98.2%	-	High	2018/19 academic	98.5%	98.5%	97.2% (2018/19)	-
Percentage of young people qualified to Level 3 (2 passes at A-Level or equivalent) by age 19	52.0%	+	High	2018/19 academic	51.9%	51.9% (2017/18)	56.9% (2018/19)	55.4% (2018/19)
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	24.7%	+	High	2018/19 academic	23.8%	23.8% (2017/18)	28.7% (2018/19)	27.4% (2018/19)
Percentage of overall absence in primary, secondary and special schools	4.4%	+	Low	2018/19 academic	4.5%	4.5% (2017/18)	4.7% (2018/19)	4.7% (2018/19)
Rate of permanent exclusions from school (primary, secondary and special schools)	0.04%	=	Low	2018/19 academic	0.04%	0.04% (2017/18)	0.10% (2018/19)	0.10% (2018/19)
Percentage of two year olds taking up their free entitlement	68.4%	-	High	Summer Term 2020	74.3%	74.3% (Summer 2019)	-	-

For Nottinghamshire, the performance data available at the end of quarter 4 2020/21 is reported. The most recent data for national average and children's services statistical neighbours is reported, where available. Please note, comparisons may be indicative only, as the reporting periods are not necessarily aligned. Where Nottinghamshire performance meets or exceeds the latest national performance information, this is highlighted by the emboldened boxes. Key: (p) = provisional data; (L) = reported against the outcomes in the LAC & Care Leavers Strategy (+) = better than previous value; (-) = worse than previous value; (=) = same as previous value; (n/a) = not comparable to previous value

26th July 2021

Agenda Item: 8

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

NOTTINGHAMSHIRE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES PLACE PLANNING STRATEGY 2021-2026

Purpose of the Report

1. The report invites the Committee to consider the Nottinghamshire Special Educational Needs and Disabilities (SEND) Place Planning Strategy for 2021-2026, attached as **Appendix 1**, and recommend it to Policy Committee for approval. Committee is also asked to agree that annual reports on progress with the implementation of the Strategy should be provided for consideration by the Children and Young People's Committee.
2. The report also asks the Committee to agree that the Chairman of the Committee writes to the Department of Education regarding the relatively low level of Special Educational Needs & Disabilities related funding for Nottinghamshire.

Information

3. Nottinghamshire has a long-term commitment to inclusion, resulting in most children and young people with Special Educational Needs & Disabilities receiving their education in local mainstream settings and accessing resources without the need for an Education, Health and Care Plan (EHCP).
4. Following the Children and Families Act (2014), there has been a significant increase in the demand for Special Educational Needs & Disabilities services and provision, as well as the need to support some young people until the age of 25 years. The increasing demand for services especially specialist educational provision has in turn placed considerable pressure on the funding for Special Educational Needs which is provided to local authorities through the High Needs Block of the Dedicated Schools Grant (DSG).
5. Between 2017-2018 and 2021-2022, the High Needs Block budget increased from £59.641m to £89.070m, which is a 49.3% increase over the period. However, over the same period expenditure on specialist educational placements increased by 61.7%. This increase in expenditure is reflected in the funding of an additional 510 specialist educational placements between January 2016 and January 2021. The number of specialist educational placements increased from 1,273 to 1,783 placements, or by 40.0%. Independent providers accounted for 60.0% of these additional placements. The overall

proportion of independent placements increased from 22.6% to just over 33.3% between January 2017 and January 2021.

6. The average costs per year of the different types of specialist provision is currently as below:

• Nottinghamshire Special Schools	£23,596
• Independent / Independent Schools	£48,132
• Alternative Provision	£26,813
• Post 16 Specialist Colleges	£12,028
7. The analysis in the Special Educational Needs & Disabilities Place Planning Strategy identifies that between 285 to 490 additional specialist educational placements will be required over the next five years, with 243 of these required for September 2023.
8. The Special Educational Needs & Disabilities Place Planning Strategy crucially considers both the supply of high-quality provision and support, and how to reduce the demand for more specialist provision in Nottinghamshire.
9. With an increased focus on locality working and local partnerships between County Council Special Educational Needs & Disabilities services and school leaders, it is expected that fewer children and young people will require specialist educational placements in the future in line with the Council's Special Educational Needs & Disabilities Policy approved in September 2020.
10. **Appendix 2** outlines the proposals to ensure that County Council is able to provide sufficient specialist educational placements over the next five years. The headline requirements identified in the Special Educational Needs & Disabilities Place Planning Strategy are for:
 - an additional 285 - 490 places in specialist provision by September 2026, with at least 243 places required for September 2023
 - an additional special school for children and young people with autistic spectrum disorder / condition. The County Council's Policy Committee agreed in November 2019 to undertake a site search and feasibility study for a new Special School in the Hucknall / Ollerton areas. A preferred option site in Ollerton has been identified and feasibility work is continuing, looking at the site in detail particularly in the light of potential load bearing capacity and contamination issues of the ground. There are no obvious alternative sites in Council ownership in the search areas.
 - additional places to be focused on the Ashfield, Mansfield, and Gedling districts to meet these areas' current growth in demand
 - a range of provision with most of the additional placements being located either on existing mainstream school sites or new build schools (Specialist Satellite Centres), to allow opportunities for integration and access to the national curriculum. This is especially important for the cohort of children and young people with social, emotional, and mental health needs
 - the expansion of current Nottinghamshire Special School sites
 - adaptations to mainstream maintained and Academy schools to provide improved access for children and young people with Special Educational Needs & Disabilities.

11. In May 2021, the Department for Education announced the High Needs Provision Capital Allocations for 2021-2022 for local authorities. The allocation for Nottinghamshire is £5.316m.

Other Options Considered

12. The County Council has a statutory duty to provide an educational placement according to the type of provision (i.e. specialist or mainstream) named in a child's or young person's Education, Health & Care Plan.

Reasons for Recommendations

13. The Special Educational Needs & Disabilities Place Planning Strategy will ensure that the County Council is able to discharge its statutory duty in a timely and cost efficient way.

Statutory and Policy Implications

14. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment 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

15. The attached Special Educational Needs & Disabilities Place Planning Work Programme (**Appendix 2**) will require full costing. The delivery of the additional specialist educational placements, as outlined in the Strategy, will require funding from a range of sources including: future Department for Education capital allocations, S106 contributions from new housing developments, or the County Council's own capital programme. Currently there are no indications of the size or frequency of High Needs Provision Capital Allocations from the Department for Education beyond the amount for 2021-2022.
16. It should be noted that adding to the number of specialist educational placements funded by the High Needs Block will result in further pressure on this budget. However, without the additional placements in publicly funded educational settings the Local Authority will have to use higher cost independent placements, which in turn will create even more pressure on the High Needs Block.

Implications for Service Users

17. The Special Educational Needs & Disabilities Place Planning Strategy will enable children and young people to access specialist education placements required to meet their identified needs and to make a successful transition to adulthood.

RECOMMENDATIONS

That Committee:

- 1) recommends the proposed Nottinghamshire Special Educational Needs and Disabilities Place Planning Strategy for 2021-2026, attached as **Appendix 1**, to Policy Committee for approval
- 2) agrees to receive an annual update on progress with the implementation of the Strategy
- 3) agrees that the Chairman of the Committee writes to the Department of Education regarding the relatively low level of Special Educational Needs & Disabilities related funding for Nottinghamshire.

Marion Clay
Service Director, Education, Learning and Skills

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Constitutional Comments (CEH 29/06/21)

18. The recommendations fall within the remit of the Children and Young People's Committee under its terms of reference.

Financial Comments (SAS 30/06/21)

19. The attached Special Educational Needs & Disabilities Place Planning Work Programme (**Appendix 2**) will require full costing and the funding identified to support it.
20. Currently there are no indications of the size or frequency of High Needs Provision Capital Allocations from the Department for Education beyond the amount for 2021-2022.
21. The High Needs Block of the Dedicated Schools Grant funds the revenue implications of Special Educational Needs & Disabilities specialist educational provision and the 2022-23 funding allocation is expected to be announced in the Summer. Despite increases in this funding in recent years the budget remains under pressure and this will need to be managed within the overall Dedicated Schools Grant in conjunction with the Early Years and Schools Forum.

Background Papers and Published Documents

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

[Feasibility for a new Special School in Nottinghamshire – report to Policy Committee on 13th November 2019](#)

[Nottinghamshire SEND Policy 2020-2023](#)

Electoral Division(s) and Member(s) Affected

All.

C1479

**Nottinghamshire's Special
Educational Needs and
Disabilities (SEND) Place
Planning Strategy (2021-2026)**

A 5-year Strategy for Nottinghamshire

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1. Foreword

I am pleased to provide a foreword to Nottinghamshire's Special Educational Needs and Disabilities (SEND) Place Planning Strategy (SEND) Policy for the period 2021-2026.

The Strategy builds upon the County Council's SEND Policy (2021-2023) with its commitment to most children and young people with SEND receiving their education in local mainstream settings with additional resources or when required in good or outstanding publicly funded Special Schools local to the place where they live.

Since the Children and Families Act (2014), there has been a significant increase in the demand for SEND services and provision, as well as the need to support some young people until the age of 25. In Nottinghamshire we have seen an increase in the number of children and young people in specialist educational placements by 510 places over the last five years. Expenditure on specialist educational placements has increased from £36.323m in 2017-2018 to £58.760m in 2021-2022, a 61.7% increase. An increasing amount of this expenditure has been spent on securing specialist provision from the more expensive independent sector.

Nottinghamshire has only been able to make this investment following two years of significantly above inflation increases in the High Needs Block of the Dedicated Schools Grant (DSG). Despite these increases, Nottinghamshire remains the worst funded local authority amongst its statistical neighbours and other East Midlands regional County Councils.

Since 2017, Nottinghamshire has been able to increase the number of pupils on roll at its publicly funded Special Schools by 169. This has included the rebuilding of Newark Orchard Special School with an increased capacity of 32% with the future potential to expand it by a further 30 places. The County Council has also committed to a feasibility study to identify a site in the Hucknall and Ollerton areas to build a new special school of 75 places.

Despite these recent investments the Strategy identifies a minimum need of 400 new places over the next five years. These places will be delivered through a mixture of provision including the expansion of the current Nottinghamshire Special School estate, the building of a new Special School, and the development of Specialist Satellite Centres on existing mainstream schools or new mainstream schools being planned to be built

The Strategy is ambitious for Nottinghamshire and its Implementation Plan will be reviewed annually with progress reports provided to the Children and Young People's Committee, as well as the local area's SEND Accountability Board.

Cllr Tracey Taylor

Chairman of the Children and Young People's Committee
Nottinghamshire County Council

2. Introduction

Following the Children and Families Act (2014), the landscape of SEND (Special Educational Needs and Disabilities) has changed considerably, both nationally and locally. Over the last seven years there has been a significant increase in the demand for SEND services and provision, as well as the need to support some young people until the age of 25. As a Council we must recognise and address the following issues:

- There are now more children and young people with SEND.
- Advancements in medical science means that more children and young people with life limiting conditions are living longer.
- The SEND needs of some children have become more complex, especially around social, emotional, and mental health.
- New legislation stipulates that we must now plan support for some young people with SEND until the age of 25.

The increasing demand for services especially specialist educational provision has in turn placed considerable pressure on the budget (the 'High Needs Block') for services and provision for children and young people with SEND.

Nottinghamshire has benefited from its long-term commitment to inclusion, resulting in most children and young people with SEND receiving their education in local mainstream settings and accessing resources without the need for an Education, Health and Care Plan (EHCP). Nottinghamshire remains one of the lowest local authority areas in the country for the percentage of children and young people¹ with an EHCP. Despite this between January 2016 and January 2021 Nottinghamshire experienced an increase of 64.5% in the numbers of EHCPs, compared to a national increase of 68.0%. The impact of this increase in demand on budgets and provision will be analysed further within this SEND Place Planning Strategy.

The County Council's [SEND Policy](#) and the accompanying [SEND Strategic Action Plan](#) approved respectively in September 2020 and January 2021, set out the Local Area's priorities under six key strands of work:

- SEND Partnership
- SEND Provision
- SEND Systems
- SEND Attainment
- SEND Workforce
- SEND Communications

The focus of this Strategy will be on how the County Council will deliver sufficient provision to meet needs both in mainstream and specialist educational settings over the next five years for children and young people with SEND. It is important that this Strategy considers both the supply of high-quality provision and support, and how to reduce the demand for more specialist provision in Nottinghamshire.

¹ The percentage of 0-25-year olds with an EHCP in Nottinghamshire is 1.26%, this is significantly lower than the English average of 2.23%.

3. Nottinghamshire County Council's Property Strategy

Nottinghamshire County Council has a significant property portfolio. The total asset value of the corporate estate, encompassing land and buildings is more than £700m. This value includes all locally managed schools but excludes academies.

Property asset management is a key part of business planning informing at a strategic level, the decisions about the Council's business needs, the deployment of land and property assets and future investment needs. This helps to ensure that we:

- provide value for money.
- meet the needs of customers and services.
- support regeneration and economic growth across the County.
- provide assets which are efficient and effective.

The Corporate Property Strategy (2018 - 2023) is part of the Council's Corporate Asset Management process and provides a framework to support the development and management of the land and property assets, to accomplish the ambition of delivering collaborative property solutions that achieve corporate objectives.

Property colleagues work in close partnership with the Council's service departments to identify service land and property needs, to ensure that departments have the property they need in the right location to deliver their services effectively.

4. Vision for Nottinghamshire

The 2020 Nottinghamshire SEND Policy set out the following vision for Nottinghamshire:

"Our vision is that children and young people with Special Educational Needs and Disabilities (SEND) will be safe, healthy and happy, and have a good quality of life and opportunities to fulfil their aspirations, develop their independence and make a positive contribution to society." (September 2020).

The vision is supported by the Nottinghamshire SEND Accountability Board which represents all key stakeholders across the Local Area including health, educational settings, parents and carers.

5. Key values and principles

The Nottinghamshire SEND Policy also outlines the values and principles that will underpin the Local Area's approach to its work with children and young people with SEND and their families. The values and principles are as follows:

- Ensuring the child or young person's voice is central to decision making.
- Supporting collaborative relationships with key partners and services, including parents and carers, schools, colleges and other educational settings, health, and other local authority services.
- Working in partnership to ensure the co-ordination of services.
- Co-producing services with service users.

- Committing to improve the attainment of all children and young people, with a focus on the achievement and progress of those with SEND.
- Ensuring early support and timely intervention, following the identification of need, using a graduated approach to avoid escalation of difficulties.
- Maintaining inclusive practices to ensure that children and young people remain connected to their communities.
- Preparing children and young people for adulthood at the earliest appropriate stage.
- Ensuring that children and young people with SEND attend good and outstanding Early Years settings, schools, and colleges, including special schools and specialist colleges where appropriate.
- Allocating resources using processes that are simple, fair, and transparent.

The contents of this Strategy reflect these values and principles in Nottinghamshire's approach to delivering services to children and young people with SEND.

Nottinghamshire County Council has a long-standing commitment to inclusion, and for most children and young people with SEND to receive their education in local mainstream settings, and access resources without the need for an EHCP.

When mainstream settings are agreed to be unsuitable, by agencies working with the child, young person, and their family we work together with schools and colleges to provide high quality, specialist alternatives. Overall, Nottinghamshire has 11 maintained and academy special schools with a combined pupil population of 1,125². These provide specialist placements, accessible via the statutory EHCP assessment process.

Our commitment to inclusion extends into adulthood. Nottinghamshire's post-16 Further Education (FE) footprint comprises mainstream, specialist and vocational provision that supports successful transition into adult lives of independence, choice and control, and employment, where appropriate.

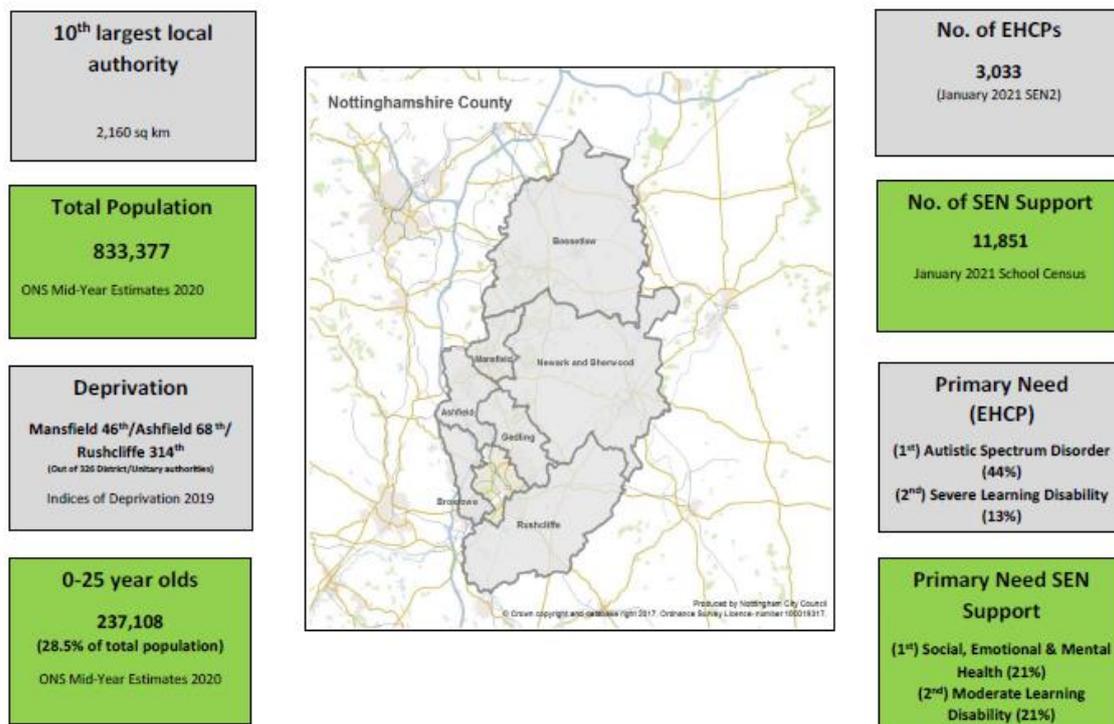
The following outcomes underpin this approach:

- Decisions made about the education of children and young people with SEND are shaped by their thoughts and views.
- Decision making related to placements and curriculum is of high quality, so that children and young people are better prepared for adulthood and can access educational pathways leading to the outcomes they seek.
- Decision making takes place as close to children or young people as possible to promote local accountability with a focus on early intervention.
- Our plans and services for SEND are designed with children and young people, parents, and carers, according to the principles of co-production, as outlined in Nottinghamshire's Co-production Charter and the SEND Code of Practice.

² School Census January 2021

- Parents and carers of children and young people with SEND are confident in the decisions that are made, and in the provision their children and young people receive.
- Children and young people access appropriate educational provision as close to home as possible, with or without an EHCP, so that they make continuous and appropriate progress from their personal starting points.
- Transition arrangements across key stages and between all Children’s and Adult services are seamless and smooth.
- The range of local SEND provision and educational settings is broad, so that more children and young peoples’ needs are met closer to home.
- Our approach to social, emotional, and mental health concerns is consistent, so that needs are met in mainstream settings and fewer children and young people with SEND receive fixed-term or permanent exclusions.

6. The Nottinghamshire Context



Nottinghamshire is the tenth largest County Council in England, with a population of 833,377 (source: Mid-Year Population Estimates 2020). Levels of deprivation vary considerably across the County’s seven districts and boroughs, ranging from the highest in Mansfield (46 out of 326 Districts/unitary authorities) to the lowest in Rushcliffe (314 out of 326) (source: Indices of Multiple Deprivation 2019).

In Nottinghamshire, 11.0% of pupils in maintained schools or academies have a statutory EHCP or are in receipt SEN support. This compares to an average of 15.2% across all English local authorities (January 2020), statistical neighbour average is 14.1% and the East Midlands average is 14.1% (source: School Census 2020).

The most common primary SEND needs for children and young people with an EHCP are: (1) Autistic Spectrum Condition (44%); and (2) Severe Learning Difficulty (13%). For children and young people with SEN Support the most common primary SEND needs are: (1) Moderate Learning Difficulty (21%); and (2) Social, Emotional and Mental Health (21%) (source: School Census January 2021).

The percentage of children and young people in Nottinghamshire with SEN Support varies considerably across the County. In Ashfield schools, 11.9% of all children and young people have SEN Support, whilst only 5.6% of children and young people in Rushcliffe receive SEN Support (source: School Census January 2021).

In January 2021, there were 3,033 EHCPs in Nottinghamshire. 2.4% of these plans were for children under 5 years of age; 24.9% for children aged 5-10; 39.4% for young people aged 11-15; and 33.3% aged 16-25. Nottinghamshire has a higher percentage of young people aged 16 or above with an EHCP than the English average but a lower percentage for Early Years and Primary aged children (source: SEN2 2021).

Two thirds of children with an EHCP attending a Nottinghamshire maintained or academy school are registered at a special school, compared to the English average of 47.0%, statistical neighbour average of 51.9% and East Midlands average of 50.4%. This reflects the long tradition of inclusion in Nottinghamshire, with significant numbers of children and young people with SEND attending mainstream schools without recourse to an EHCP (source; SEN2 2021).

The national percentage increase in EHCPs between January 2016 to January 2021 was 68.0%. This compares to an increase of 64.5% (1,844 to 3,033) in Nottinghamshire. Statistical neighbours increased by 61.2%, and East Midlands increased by 62.2% (source: SEN2 2021).

Despite this increase in EHCPs, the percentage of 0-25-year olds with an EHCP in Nottinghamshire at 1.28% remains significantly lower than the English average of 2.48%, statistical neighbour average of 2.47% and East Midlands average of 2.03% (source: SEN2 2021 and mid-year population estimate 2020).

7. The financial context

a. High Needs Block

Funding for Special Educational Needs is provided to local authorities through the High Needs Block of the Dedicated Schools Grant (DSG). Local authorities must spend the funding in line with the associated conditions of grant, and School and Early Years Finance (England) Regulations.

The high needs funding system supports provision for children and young people with special educational needs and disabilities (SEND) from their early years to age 25, enabling both local authorities and institutions to meet their statutory duties under the Children and Families Act 2014.

High needs funding is also intended to support good quality Alternative Provision for pre-16 children and young people who, because of exclusion, illness, or other reasons, cannot receive their education in mainstream or special schools.

The High Needs Block can also fund high needs services delivered directly by the authority, or through a separate funding agreement with institutions (including funding devolved to institutions), as permitted by regulations.

Historically Nottinghamshire has been significantly underfunded when compared to statistical and regional neighbours. Table 1 below shows the High Needs Budget allocations for 2021-2022 including the amount per child or young person aged 2-18 years of age.

Table 1 The High Needs Budget settlement for 2021-2022 for Nottinghamshire and its statistical and regional neighbours including the allocation per 2-18-year-old population.

Local Authority	Mid-2020 age 2-18 ONS Population Estimate	2021/22 Published High Needs Block (£ millions)	Published High Needs Block per 2-18 population
Kent	334,809	247.472	£739.14
Lincolnshire	143,524	100.624	£701.09
Cheshire West and Chester	67,197	45.503	£677.16
Warwickshire	113,911	74.830	£656.91
Lancashire	243,158	151.233	£621.95
Derbyshire	148,497	91.459	£615.90
Staffordshire	164,338	99.352	£604.56
Essex	303,323	182.337	£601.13
Cumbria	88,683	53.305	£601.08
Worcestershire	115,463	69.102	£598.48
Leicestershire	140,036	83.204	£594.16
Nottinghamshire	163,061	91.152	£559.01

Source: Nottinghamshire County Council

If Nottinghamshire had received the same level of funding as other statistical neighbours at least an additional £6.436m (Worcestershire) would have been received, or if funded, as per Kent, the budget would have been an additional £29.373m for 2021-2022. The difference between Nottinghamshire and its statistical neighbours has reduced in the last couple of years following a successful campaign

by the County Council and local MPs, the County Council received budget increases that was amongst the highest in England.

Table 2 How we spend the High Needs budget in Nottinghamshire (%)

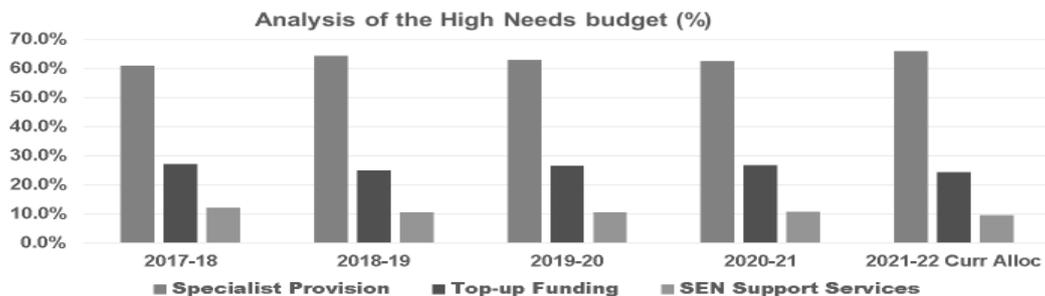
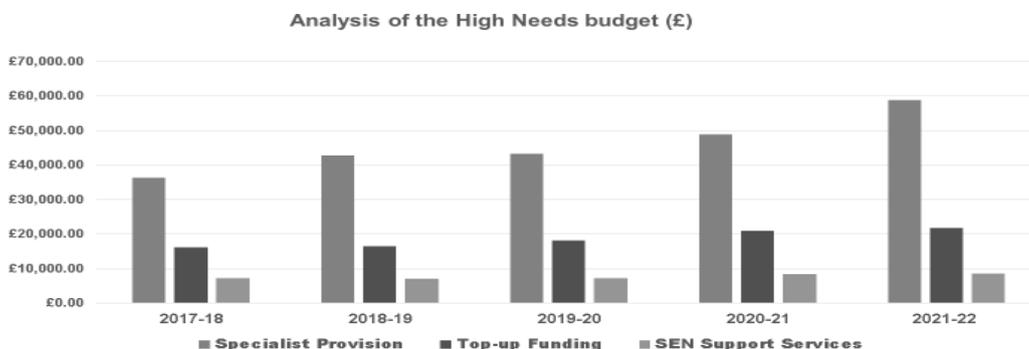


Table 2 above provides an analysis of how the High Needs Budget is spent in Nottinghamshire. The table splits expenditure between expenditure on specialist educational provision; top-up funding devolved to mainstream schools to support children and young people with SEND; and local authority SEN support services. The percentage of the High Needs Budget spent on specialist provision has increased from 60.9% in 2017-2018 to 66.0% proposed for 2021-2022.

Table 3 below provides an analysis of High Needs Budget expenditure by actual cost rather than the percentage of the budget. Between 2017-2018 and 2021-2022 the actual expenditure on specialist provision has increased from £36.323m to £58.760m. This represents a 61.7% increase in expenditure compared to a 34.8% increase for devolved top-funding to mainstream schools. The overall increase in the High Need Budget over these five years was 49.3% or £29.429m. For further details on the High Needs Budget expenditure please see **Appendix 1**.

Table 3 How we spend the High Needs budget in Nottinghamshire (£)



Source: Nottinghamshire County Council

The percentage spent on specialist provision remains low in Nottinghamshire compared to other local authorities with a small number spending over 90% of their

High Needs Budget on specialist provision, and Nottinghamshire's High Needs Budget deficit remains relatively low (£1.02m in 2019-2020 and £2.473m in 2020-2021), when compared to other local authorities. For example, in 2020-2021 Kent had a budget deficit of £35m and is forecasting a further deficit of £24m in 2021-2022.

The changes in the expenditure patterns of the High Needs Budget reflect the following pressures on provision and services for children and young people with SEND:

- The extension of support for children with SEND up to age 25.
- The increased size of the cohort receiving support due to early identification of additional needs.
- The increase in complexity of need resulting in increased financial costs.
- A shortage of local specialist provision in relation to Autism Spectrum Condition (ASC) and Social, Emotional and Mental Health (SEMH) needs resulting in expensive out of Authority and independent non-maintained placements.
- Increases in requests for top-up funding across all settings.
- The lack of confidence in mainstream schools and settings to provide a graduated response before turning to statutory assessment.
- Increases in exclusions resulting in more costly Alternative Provision.
- Raised expectations of children and families resulting in increased parental requests for high-cost specialist placements.
- Tribunal decisions that have supported parental preference for independent placements.
- Potential impact of changes in the service offer to young adults post 18 by Adult Social Care and Health.

There are a range of factors that drive the costs associated with the High Needs Budget across all local authorities. These include the following:

- Increasing cost and scale of Specialist Provision.
- Increasing number of Independent placements.
- Exceptional Needs Funding (topping up the top-up),
- Carry forward of overspends,
- Increased cost of post 16 placements,
- Reduction in support services with schools picking up the costs themselves as a direct consequence of additional expenditure of specialist educational placements.

The average costs per year of the different types of specialist provision is currently as below:

- | | |
|-------------------------------------|---------|
| • Nottinghamshire Special Schools | £23,596 |
| • Independent / Independent Schools | £48,132 |
| • Alternative Provision | £26,813 |
| • Post 16 Specialist Colleges | £12,028 |

It is unlikely Nottinghamshire will continue to receive the increases to the High Need Budget experienced recently (2020-21 £11.833m, and 2021-22 £10.875m), whilst the demand for high cost specialist placements continue.

b. Capital Funding

Between 2018 and 2021, the County Council has received a total of £4.321m from the Department for Education (DfE) from its Special Provision Fund. This funding has been used to complete the rebuilding of Orchard Special School (£2.545m); the development of 4 Enhanced Provision Units on mainstream school sites and a Special School Hub at the Beech Academy. Some of the funding (£253.000) has also been used to support adaptations in Academies.

There have been several opportunities for the County Council to bid for the funding for a new Special Free School. The last bidding round (Wave 2) in 2018 resulted in one new Special Free School being agreed in the East Midlands in Leicestershire.

In May 2021, the DfE announced the High Needs Provision Capital Allocations for 2021-2022 for local authorities. The allocation for Nottinghamshire is £5.316m.

8. The demand for specialist provision

a. Number of places

Between January 2016 and January 2021, the number of children and young people attending specialist educational settings increased by 510. Table 4 below outlines this increase over the last five years.

Table 4 Changes in the numbers of specialist educational placements between January 2016 and January 2021

Type of placement	Jan 2016	Jan 2021	Difference between Jan 2016 and Jan 2021)
LA Maintained and Academy Special Schools (Nottinghamshire and Out of County)	985	1190	+205
Independent / Independent Specialist Schools	184	268	+84
Alternative Provision	41	126	+85
Post 16 Specialist Provision	63	199	+136
Total	1273	1783	+510

Source: SEN2 2021

During the same period the net increase in EHCPs was 1,189. The increase in special educational placements represents 43% of the net increase in EHCPs.

The number of new EHCPs each year have averaged of 370 over the last five-year period, however the increase during 2020, 465, was the highest thus far recorded. Currently in 2021, numbers of requests for EHCPs and new EHCPs issued is in line with the same period during 2020. With the assumption that 43% of these EHCPs require a specialist educational setting, the number of additional places required each year would be within the range between **159 to 200**.

It should be noted that Nottinghamshire Special Schools have on average 102 young people leaving Year 13 /14 each year over the next five-year period (please see Appendix 2). As a result of this, the actual number of new specialist educational placements required is within the range between **57 to 98** per year, or a total of **285 to 490** over the next five-year period from September 2021.

b. Type of provision

Table 5 below provides an overview of the changes in Primary Special Educational Need (SEN), since January 2017. Children and young people with a Primary SEN of Autistic Spectrum Disorder / Condition currently account for 49.0% of all EHCPs in Nottinghamshire. This has increased from 37.7% since January 2017. This increase is replicated nationally.

Table 5 The Primary SEN of children and young people in Nottinghamshire with an EHCP

Primary SEN	Jan-17	Jan-18	Jan-19	Jan-20	Jan-21
Autistic Spectrum Disorder / Condition	793	1003	1217	1396	1486
Hearing Impairment	39	43	47	46	35
Moderate Learning Difficulty	204	225	234	215	225
Multi-Sensory Impairment	7	10	15	16	18
Other Difficulty/Disability	80	202	295	340	300
Physical Disability	191	219	418	393	367
Profound & Multiple Learning Difficulty	77	83	27	30	29
Severe Learning Difficulty	207	216	86	82	67
Social, Emotional and Mental Health	361	330	321	340	384
Speech, Language or Communications Difficulties	94	112	129	106	94
Specific Learning Difficulties (Dyslexia)	29	30	12	9	8

Primary SEN	Jan-17	Jan-18	Jan-19	Jan-20	Jan-21
Visual Impairment	22	26	24	18	20
Total	2104	2499	2825	2991	3033

Source: SEN2 2021

The second largest Primary SEN is Social, Emotional and Mental Health. The increase has been much less (23 children and young people over 4 years) than Autistic Spectrum Disorder / Condition, and 12.7% of the total number of EHCPs in January 2021. When considering new EHCP's only, the increase has been 20.6% since 2016. However, in 2020 the increase in EHCPs for this Primary SEN group accounted for 26.5% of all new EHCPs.

However, it should be noted that the majority (**53.8%**) of children and young people with an EHCP and a Primary SEN of Social, Emotional and Mental Health attended independent / independent specialist or alternative provision, this is significantly higher than any other Primary SEN. For example, the respective figure for children and young people with an EHCP and a Primary SEN of Autistic Spectrum Disorder / Condition is 34.0%.

Most of any future provision should focus on the two Primary SEN types of autism and social, emotional, and mental health. Different provision will be required for the two groups with children and young people with social, emotional, and mental health who benefit from small environments, whilst being able to access the national curriculum.

c. Location

Table 6 below provides details of the location of children and young people with EHCPs in Nottinghamshire. Ashfield district has considerably more EHCPs compared to the other six districts. The main areas of growth in the County over the last four years have been: Ashfield, Mansfield, and Gedling. It is important that any new provision reflects the growth in numbers in these areas.

Table 6 Details of the location of children and young people with EHCPs in Nottinghamshire

Home district	All current plans		New Plans	
	January 2021		2017-2020	
	Number	%	Number	%
Ashfield	596	19.7	329	21.4
Bassetlaw	398	13.1	174	11.3
Broxtowe	331	10.9	175	11.4
Gedling	398	13.1	216	14.0

Home district	All current plans		New Plans	
	January 2021		2017-2020	
	Number	%	Number	%
Mansfield	455	15.0	267	17.3
Newark and Sherwood	472	15.6	205	13.3
Rushcliffe	350	11.5	161	10.4
Out of County	33	1.1	14	0.9
Total	3033	100.0	1541	100.0

Source: SEN2 2021

d. Age

Table 7 below provides information on the ages of children and young people with EHCPs in Nottinghamshire. Between January 2017 and January 2021, there has been the following changes in the age profile of all children and young people with an EHCP:

- Under 5 years of age – **9.0% increase**
- Aged 5-10 – **10.2% increase**
- Aged 11-15 – **10.9% decrease**
- Aged 16-19 – **1.55 decrease**
- Aged 20 - 25 – **73.0% increase**

The significant increase in the age group 20-25 reflects changes in legislation and the extension of the age group up to 25 years of age. The numbers in this age group remain small and 49.7% are aged 20, and there is a considerable reduction in numbers for older young people, with only 19 aged 23-25.

The growth in the numbers of new ECHPs has been greater in the 5-10 age group, accounting for over 4 in 10 of all new EHCPs during 2020. When planning future provision, it will be important to provide additional provision capacity at both primary and secondary phases. **Appendix 3** provides further detail of the age profile for all EHCPs in Nottinghamshire.

Table 7 Details of the ages of children and young people with EHCPs in Nottinghamshire

Age group	All current EHCPs (%)		New EHCPs (%)	
	January 2017	January 2021	2016	2020
Under 5 years of age	2.2	2.4	11.4	10.1
Aged 5-10	22.6	24.9	35.7	43.9
Aged 11-15	44.2	39.4	34.3	34.6
Aged 16-19	27.3	26.9	15.7	10.1
Aged 20-25	3.7	6.4	2.9	1.3

Source: SEN2 2021

9. Our response

The Nottinghamshire SEND Place Planning Strategy recognises that building additional specialist provision will not alone resolve the pressures on the High Need Budget. Additional specialist provision brings further costs, and as other local authorities have experienced any additional provision is very quickly filled. In Nottinghamshire our approach needs to focus on both reducing the demand in line with the County Council's Policy that most children and young people with SEND receive their education in local mainstream settings with additional resources, and providing additional high-quality provision in publicly funded educational settings.

a. Reducing the demand for specialist provision

Nottinghamshire's long-term commitment to inclusion has almost certainly assisted to reduce numbers of EHCP requests and subsequent Plans, and the demand for specialist provision. The High Needs Review published in 2018 made the following recommendations:

- Engagement with parents and carers should be increased.
- The quality of mainstream SEND offers should be improved and made more consistent.
- Decision making should be based more in local areas.
- A more focussed strategy around High Needs Block spend should be developed.
- Reduced reliance on high cost Independent placements.
- The County Council should make the case to National Government for an increase of Nottinghamshire's share of available funding.

The County Council's SEND Policy, approved in September 2020, and the Local Area Strategic Action Plan (please see **Appendix 4** for further details) articulates these recommendations in greater detail.

Along with the Council's ongoing commitment to inclusion, demonstrated by the continuing devolvement of a substantial amount of the High Needs Budget to mainstream schools to support children and young people with SEND, the Council is developing structures required for decisions to be made as local as possible. Based upon three localities: North (Bassetlaw and Newark and Sherwood), Central (Ashfield and Mansfield) and South (Broxtowe, Gedling, and Rushcliffe), locality groups of key local authority services together with school representatives will:

- Develop a stronger understanding of localities through analysis of data and shared expertise.
- Promote a more effective and joined up response to children and young people's special educational needs.
- Focus on local solutions to local challenges.
- Help partners make better use of diminishing resources e.g. reduce duplication.

Over time it is anticipated that these Locality Working Groups will take ownership and responsibility for the proportion of the High Needs Budget for their own locality. The aspiration is that these groups will develop provision within mainstream educational settings to support children and young people with SEND, rather than higher cost specialist educational placements.

Finally, the County Council has been successful in securing one of the highest increases in the High Needs Block Budget for the last two years.

b. Increasing the supply of high-quality provision

Despite the planned actions to develop locality working, and the ongoing commitment to inclusion, the analysis of the continuing demand for specialist educational placements in section 8 will require the County Council to increase provision over the next five years. This pressure for additional placements exists now and therefore expansion needs to be front loaded for delivery during the first three years.

The headline requirements identified in this Strategy are for:

- An additional 275-490 places in specialist provision by September 2026, with up to 239 places required for September 2023.
- An additional special school for children and young people with autistic spectrum disorder / condition.
- Additional places to be focused on the Ashfield, Mansfield, and Gedling districts to meet these areas current growth in demand.
- A range of provision with most of the additional placements being located either on existing mainstream school sites or new build schools (Satellite Centres), to allow opportunities for integration and access to the national curriculum. This is especially important for the cohort of children and young people with social, emotional, and mental health needs.
- The expansion of current Special School sites.
- Adaptations to mainstream maintained and Academy schools to provide improved access for children and young people with SEND.

This additional provision will deliver high quality learning opportunities for children and young people with SEND in Nottinghamshire, without the need for higher cost independent provision.

10. Our commitments – the implementation of the Nottinghamshire SEND Place Planning Strategy

The County Council is committed to developing a range of high-quality specialist provision in Nottinghamshire. The detailed proposals are set out in Appendix 5.

These commitments will be reviewed and updated annually and reported to the County Council's Children and Young People's Committee.

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Appendix 1 - Analysis of the High Needs budget expenditure in Nottinghamshire between 2017-2022

	2017-18 (£m)	2018-19 (£m)	2019-20 (£m)	2020-21 (£m)	2021-22 (£m)	Change 2017-22 (£)	Change 2017-22 (%)
Specialist Provision	£36,323	£42,809	£43,310	£48,903	£58,760	£22,437	61.7%
Top-up Funding	£16,132	£16,564	£18,237	£20,943	£21,753	£5,621	34.8%
SEN Support Services	£7,186	£7,051	£7,274	£8,349	£8,557	£1,371	19.0%
Total	£59,641	£66,424	£68,821	£78,195	£89,070	£29,429	49.3%

	2017-18	2018-19	2019-20	2020-21	2021-22	3-Year Average
Specialist Provision	60.9%	64.4%	62.9%	62.5%	66.0%	63.8%
Top-up Funding	27.0%	24.9%	26.5%	26.8%	24.4%	25.9%
SEN Support Services	12.0%	10.6%	10.6%	10.7%	9.6%	10.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Nottinghamshire County Council

**Appendix 2 - Nottinghamshire Special Schools Leavers from Year 13/14
between 2022 and 2026**

Name of school	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Ash Lea	9	8	8	7	7
Beech	10	7	16	12	15
Brackenhill	8	14	15	14	14
Carlton Digby	7	6	4	6	8
Derrymount	2	5	12	10	13
Fountaindale	6	4	10	7	6
Foxwood	10	10	16	10	14
Newark Orchard	14	11	11	15	16
Redgate	N/A	N/A	N/A	N/A	N/A
St Giles	18	18	13	10	7
Yeoman Park	14	10	9	6	10
Total	98	93	114	97	110

Source: NCC School Moderation Spring 2021

Appendix 3 - All Education, Health and Care Plans by age

Age	Jan-17	Jan-18	Jan-19	Jan-20	Jan-21
2	5	1	3	4	4
3	21	21	8	19	26
4	21	39	35	32	42
5	54	48	64	60	67
6	56	72	71	94	86
7	68	92	104	91	135
8	76	93	120	122	122
9	104	97	120	142	150
10	118	147	148	164	196
11	177	157	189	198	217
12	166	205	188	215	208
13	196	199	249	213	245
14	172	225	228	276	240
15	219	189	249	239	285
16	213	235	210	260	264
17	186	218	235	209	250
18	111	186	211	201	169
19	64	116	178	186	134
20	53	73	108	136	96
21	8	60	54	81	53
22	12	9	37	37	25
23	4	13	7	11	16
24	0	4	9	1	3
25	0	0	0	0	0
Total	2104	2499	2825	2991	3033

Source: SEN2

Appendix 4 – Nottinghamshire SEND Strategic Action Plan (2021-2022) Priorities

The relevant priorities for the SEND Place Planning Strategy within the Nottinghamshire SEND Strategic Action Plan (2021-2022) are as below:

- **Complete a needs analysis of specialist provision to predict future needs and support bids for capital funding.**
- **Develop and embed a wider range of specialist education provision to meet local needs.**
- **Work with mainstream school leaders to ensure SEND is a priority and to support them to develop a strategic approach to developing SEND Provision.**
- **Review funding formula for SEN Support to improve incentives for inclusive practice.**
- **Support settings to apply a whole setting approach to SEND.**
- **Implementation of the Locality Model is supported by strategic leaders across the Local Area.**
- **Support settings to accurately identify SEND needs across all educational settings including Early Years and Further Education.**
- **The impact of transition arrangements at all Key Stages are reviewed to ensure robust communication of need and ongoing consistency of support.**
- **Establish a geographical pilot to develop pathways and the curriculum to support Preparation for Adulthood (PfA) outcomes.**
- **Further develop Supported Internships and review access to Traineeships by young people with SEND.**
- **Ensure the commissioning framework for education and care placements includes Preparation for Adulthood (PfA) outcomes related contractual expectations, that link to relevant annual review processes.**
- **Improve the destination information available for young people with SEND (EHCP and SEN Support) post Year 13 (age 18 and above).**

Appendix 5a - Nottinghamshire's SEND Place Planning Work Programme (2021-2026) summary

Year	Number of places required	Special Educational Primary Need	Type of provision	Estimated number of places
September 2021	84	50% of new places need to be for children and young people with Autistic Spectrum Condition (ASC)	New Nottinghamshire Special School for children and young people with ASC	75
September 2022	84		Expansion of existing Nottinghamshire Special Schools	120
September 2023	75	15-20% of new places need to be for children and young people with Social, Emotional and Mental Health (SEMH)	Specialist Satellite Centres (SSCs) on existing mainstream school sites – for provision for children and young people with SEMH (5 Centres)	108
September 2024	48		Specialist Satellite Centres (SSCs) on new mainstream school builds – focused on provision for children and young people with SEMH (3 Centres)	72
September 2025	48			
September 2026	36		Enhanced Provision Units (non EHCPs)	0
Total	375			375

Appendix 5b - SEND Place Planning Work Programme (2021-2026) – Property Options

New Nottinghamshire Special School					
District	Location	Details and potential work required	Places	Special Educational Needs (SEN)	Anticipated timescale
Newark & Sherwood	Special School at Ollerton	New build. Ground investigation works currently being carried out.	75	Autistic Spectrum Condition (ASC)	September 2023

Expansion of existing Nottinghamshire Special Schools					
District	Location	Details and potential work required	Places	Special Educational Needs (SEN)	Anticipated timescale
Rushcliffe	Ash Lea Special School, Cotgrave	Modular building currently used by NHS staff/school clinic. Needs to be fit for purpose. Work to be determined.	62	Predominantly Autistic Spectrum Condition (ASC)	TBC
Gedling	Derrymount Special School, Daybrook	Potential surplus land. Investigating new modular building to create 2 classrooms.		Predominantly Autistic Spectrum Condition (ASC)	TBC
Ashfield	Bracken Hill Special School, Kirkby in Ashfield	New modular building to create to additional classrooms		Predominantly Autistic Spectrum Condition (ASC)	Easter 2022
Mansfield	Yeoman Park Academy, Mansfield Woodhouse	Potential refurbishment or replacement new build by DfE	28	Predominantly Autistic Spectrum Condition (ASC)	September 2024

Expansion of existing Nottinghamshire Special Schools

District	Location	Details and potential work required	Places	Special Educational Needs (SEN)	Anticipated timescale
Newark and Sherwood	Newark Orchard School	Expansion to current building (previously planned for as an option when the new school was built)	30	Predominantly Autistic Spectrum Condition (ASC)	September 2024

Potential Satellite Centres on existing County Council properties

District	Location	Details and potential work required	Places	Special Educational Needs (SEN)	Anticipated timescale
Newark & Sherwood	Former Manners Sutton, Averham	Former primary school. Work to make fit for purpose to be determined.	24	Predominantly Autistic Spectrum Condition (ASC)	
Mansfield	King Edward Primary, Mansfield	Surplus space on existing school site. Work required to make fit for purpose.	24		
Gedling	Former Hawthorne Primary School, Bestwood	Former primary school. Needs to be fit for purpose. Work to be determined.	60		
Bassetlaw	North Leverton	Former Children’s Centre. Needs to be fit for purpose. Work to be determined.			

Proposed New build Schools from S106 Contributions

District	Location	Details and potential work required	Places	Special Educational Needs (SEN)	Anticipated timescale
Bassetlaw	Gateford	Potential school expansion land adjoining new primary school.	72		
Rushcliffe	Chapel Lane, Bingham	New residential development which includes a new primary school site with potential to provide SEN space.			September 2022
Rushcliffe	Rempstone Road, East Leake	New residential development which includes a new primary school site with potential to provide SEN space.			September 2024
Rushcliffe	Newton	New residential development which includes a new primary school site with potential to provide SEN space.			
Rushcliffe	Fairham Pastures, Barton in Fabis	New residential development which includes a new primary school site with potential to provide SEN space.			
Rushcliffe	Toothill School, Bingham	Proposed expansion which could have potential to provide appropriate space.			
Ashfield	Flying High Academy, Primary school, Hucknall	New school with land allocated for expansion			
Gedling	Top Wighay, Hucknall	Land allocated for primary school as part of mixed development			

Proposed New build Schools from S106 Contributions

District	Location	Details and potential work required	Places	Special Educational Needs (SEN)	Anticipated timescale
Mansfield	Lindhurst, Mansfield	Land allocated for primary school on residential development			
Rushcliffe	Third West Bridgford Secondary	NCC owned land in Lady Bay			September 2024
Rushcliffe	Lady Bay Primary				

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Rushcliffe	Lady Bay Primary				

26th July 2021

Agenda Item: 9

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

CHILDREN MISSING EDUCATION SIX MONTHLY UPDATE

Purpose of the Report

1. The report provides an update to the Committee in relation to Children Missing Education in Nottinghamshire. The report also provides the third six monthly update of the Children Missing Education Dashboard following Committee approval on 14th January 2019 to report the Dashboard six monthly.

Information

2. This report is presented to Committee within a context that almost all Nottinghamshire children and young people are educated in good and outstanding schools. 102,421 pupils aged 5 –15 years at the start of the 2020/21 academic year were educated in Nottinghamshire's publicly funded schools. May 2021 Ofsted data suggests that 86.4% of pupils are educated in good and outstanding schools. It should be noted that the Children Missing Education Dashboard report focusses on the 1,006 (1%) children and young people who were supported by a range of Local Authority service areas to ensure they had access to an appropriate full-time education.
3. Local authorities have a duty under section 436A of the Education Act 1996 to make arrangements to establish the identities of children in their area who are not registered pupils at a school and are not receiving suitable education otherwise. This duty only relates to children of compulsory school age (5 – 16 years). Local authorities are expected to have robust policies and procedures in place to enable them to meet their duty in relation to these children, including ensuring that there are effective tracking and enquiry systems in place, and a named person to whom schools and other agencies can make referrals about children who are missing education. Nottinghamshire County Council's Children Missing Officer supports in cases where children and young people's whereabouts are unknown; the Fair Access process and Pupil Missing Education Officer focusses on children and young people whose whereabouts are known and who are known to be missing education.
4. The Children Missing Education process focuses on known children and young people who are not accessing their full educational entitlement as a result of failing to secure a school place, facing permanent exclusion from school, refusing or being prevented from attending

their school place, on a school roll but accessing less than their full educational entitlement, those unable to access full-time education due to their mental or physical health needs, those who are in unsuitable elective home education, as well as any child or young person known to other local authority services without a school place or refusing to attend school.

5. The Children Missing Education Dashboard, attached as **Appendix 1**, reports on the data collated from the Autumn Term 2020 regarding children and young people who are known to the Local Authority to be Children Missing Education or at risk of becoming Children Missing Education. The data analysis is intended to report on the effectiveness of current systems to identify, track and support Children Missing Education back to education and to inform future policy and practice. Data sets will need to continue to be collated and analysed over future years to allow year on year comparison for more complete conclusions to be drawn.
6. The reporting period for this dashboard is the first full term following the wider reopening of schools after the first National Lockdown. The data could therefore be viewed in the context of children returning to school with heightened anxiety about coronavirus and with very different lived experiences of lockdown. For all children, and particularly those transitioning between settings, the usual range of support to enable smooth transition to a new academic year had not been possible. For vulnerable children in particular, many were living below the poverty line, with families struggling to meet the basic needs of their children and ensure access to remote education. In many households, children's emotional needs were being balanced with the need to continue to work at home without access to childcare support. For children with Special Educational Needs and Disabilities (SEND) the July 2021 report 'SEND: old issues, new issues, next steps' highlights the disadvantage experienced by children with Special Educational Needs and Disabilities during the pandemic, particularly during the first period of national lockdown. Office of National Statistics data published in November 2020 reports that in mid May 2020 there was a 12% increase in the number of domestic abuse cases referred to victim support.
7. The data shows that the risk of children and young people becoming Children Missing Education continues to increase through secondary and peaks at Key Stage 4. Children where Elective Home Education has ended, referrals to Vulnerable Children Education Commissioning forum and referrals to Health Related Education Team are all significantly higher for Year 11 students, with all at least doubled when compared to any other year group.
8. There has been a slight increase in spend through the Vulnerable Children Education Commissioning forum for children Educated Otherwise Than at School when compared with previous period spend. Rising numbers of Elective Home Education registrations may impact on this moving forward if the trend of Elective Home Education provision ending due to unsuitability in Year 11 continues, as any children and young people who cannot be placed through the Fair Access Protocol process are provided for via the Council's Educated Otherwise Than at School arrangements and funding agreed by the Council through the Vulnerable Children Education Commissioning forum.
9. An area that the Council is required to monitor is in relation to publicly funded schools providing less than full-time education or school-commissioned Alternative Provision to children and young people. The Council currently requires schools to report instances where children and young people are in receipt of less than 25 hours of education during

the week or who spend all or part of their week accessing school commissioned Alternative Provision. Where concerns are identified these are followed up by the Pupils Missing Education Practitioner to ensure that schools are following an appropriate response. Where further support and challenge is required this is escalated to the Fair Access Team Manager. Outcomes and progress for children identified on the collection is tracked on a termly basis and for children where progress is not evident, they are flagged through the following collection. Following a halt in collections during the Spring 2020 partial school closures, the collection for Summer 2021 is in progress with any situations of concern being flagged immediately to the Fair Access Team.

10. A particular area of focus is in relation to vulnerable children on Child Protection Plans, Child in Need Plans, with an Education, Health and Care Plan and those who are Looked After Children. Any child who falls into these categories is closely monitored. In the case of Child Protection and Children in Need children, a formal letter from the Fair Access Team Manager is sent to the headteacher, chair of governors and copied to the relevant social worker seeking assurances around the provision being commissioned. Where there is no response this is escalated, and a further letter sent from the Group Manager, Education Access and Partnerships. The Co-ordinator of the Virtual School reviews the provision of every Looked After Child on part time or Alternative Provision with the Group Manager, Integrated Children's Disability Service, reviewing every child with an Education, Health and Care Plan identified by schools as accessing part-time or Alternative Provision.
11. Nottinghamshire County Council continues to work in partnership with both Primary and Secondary School Behaviour Attendance Partnerships across the County to ensure that pupils, wherever possible, remain in publicly funded schools rather than excluded. Validated fixed term exclusion data for this period is not yet available and will be reported upon in the next Children Missing Education dashboard. The rate of permanent exclusions, during a period when many children returned dysregulated to schools after a period of lockdown, remains below the national average.
12. The data raises questions regarding Year 8, with both Fair Access referrals and permanent exclusions being at their highest in this year group. Further tracking and analysis of this cohort will be required in subsequent dashboards and through available fixed term exclusion data to establish any ongoing trends and support needs.

Other Options Considered

13. The County Council remains statutorily responsible for ensuring that all children and young people in Nottinghamshire of statutory school age access full-time education. The Children Missing Education Strategy initially endorsed by the Children and Young People's Committee on 13th January 2020 and approved by Policy Committee on 12th February 2020 continues to be implemented to ensure that every school aged child is placed on a school roll, with the exception of those who are electively home educated. No other options have been considered.

Reason/s for Recommendation/s

14. Members will wish to be assured that the Council's statutory duty to provide full-time education for all children and young people of statutory school age is being fulfilled.

Statutory and Policy Implications

15. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment 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

16. It should be noted that although there are no financial implications arising directly from the Children Missing Education Dashboard, the increasing numbers of pupils whose education is mediated by Local Authority teams to prevent them from becoming or continuing to be Children Missing Education is contributing to the financial strain within the High Needs Block of the Dedicated Schools Grant.

Safeguarding of Children and Adults at Risk Implications

17. The Children Missing Education Strategy supports safeguarding of children in Nottinghamshire by ensuring that children are not missing education or at risk of educational neglect, and ensures appropriate actions are taken where this is found to be the case.

RECOMMENDATION/S

That Committee:

- 1) considers whether there are any actions it requires in relation to the issues contained within this report.
- 2) agrees to receive a further update on Children Missing Education in six months and that this be included in the work programme.

Marion Clay

Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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Team Manager Fair Access

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E: sarah.whitby@nottscc.gov.uk

Constitutional Comments (AK 05/07/21)

18. This report falls within the remit of Children and Young People's Committee by virtue of its terms of reference.

Financial Comments (MDN 05/07/21)

19. There are no financial implications arising directly from this report.
20. The increasing numbers of pupils whose education is mediated by Local Authority teams to prevent them from becoming or continuing to be Children Missing Education, however, is contributing to the financial strain within the High Needs Block of the Dedicated Schools Grant.

Background Papers and Published Documents

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

[SEND: old issues, new issues, next steps - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[‘Domestic abuse in England and Wales overview - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk)

[Permanent and fixed-period exclusions in England, Academic Year 2018/19 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

[Revised Children Missing Education Strategy and Elective Home Education Policy - report to Policy Committee on 12th February 2020](#)

Nottinghamshire County Council Children Missing Education Strategy, February 2020

Electoral Division(s) and Member(s) Affected

All.

C1485

Children Missing Education: Dashboard

Autumn Term 2020

1. In Year Admissions

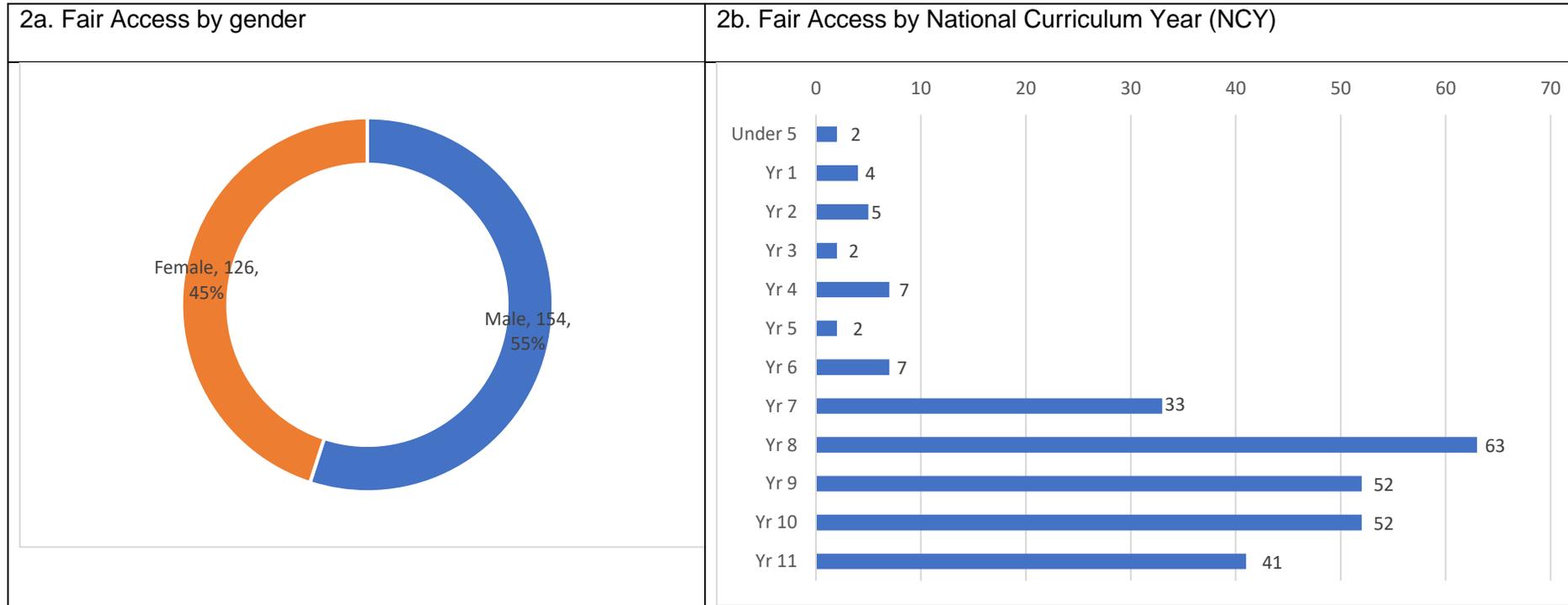
Due to the way that applications for INY admissions are recorded and reported upon it is not possible to provide a figure by term only. Figures for known INY applications received to date in the current year (to 18 May) is included to enable comparison to be drawn.

Transfer round	Dates reported upon	Number of INY applications
INY18	1 September 2018 – August 2019	6539
INY19	1 September 2019 – August 2020	5388*
INY20	1 September 2020 – 18 May 2021	5815

*this figure was impacted by the admission round being suspended during the first national lockdown in 2020

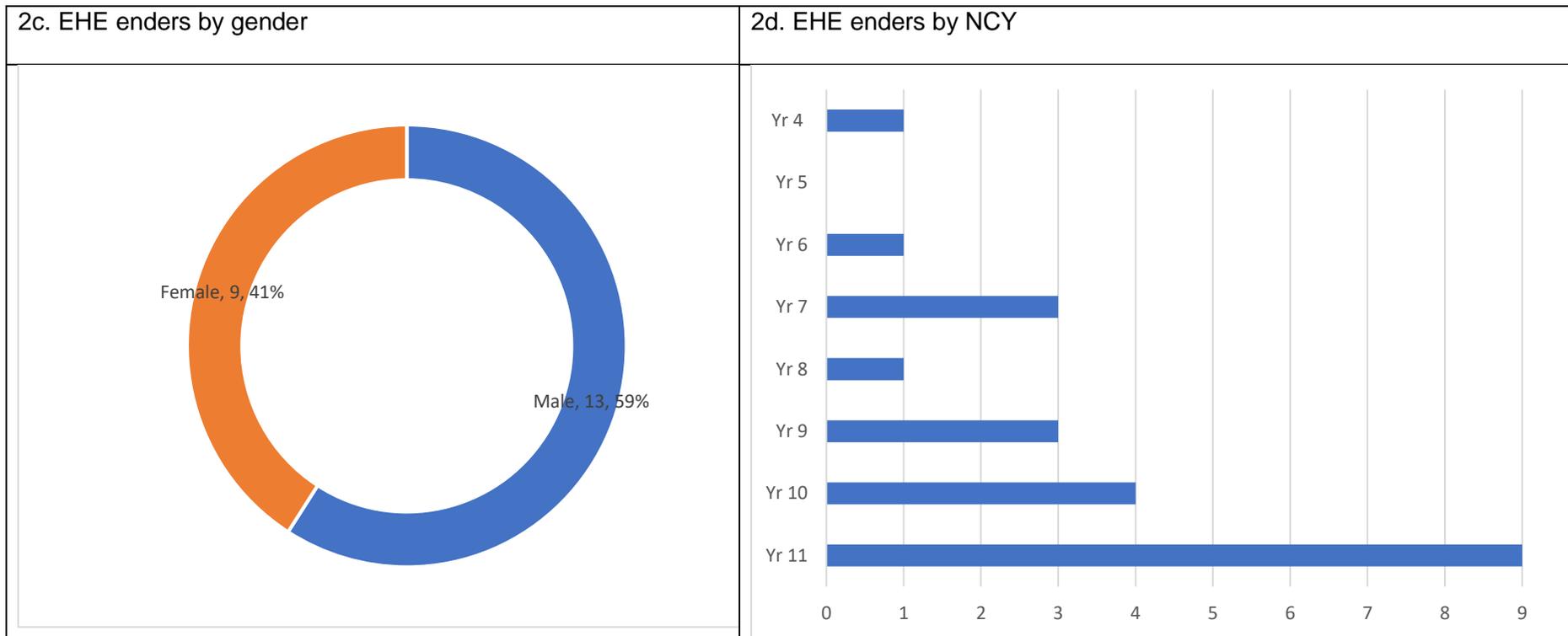
2. Fair Access and Children Out of School

A total of 270 children were referred for involvement from the Fair Access team in Autumn term 2020, 208 (77%) of these children were out of school at the time of referral.



- There is a continuing trend of a greater number of secondary children than Primary children being referred to Fair Access. In contrast to previous dashboards the majority of referrals are seen in earlier secondary at year 8, with referrals declining slightly up to the end of secondary.
- There continues to be a yearly increase in the number of referrals to Fair Access and reasons for this will be explored in more detail in the next dashboard that covers the whole of the academic year.
- For the same time period in 2019 there were 344 referrals, with 240 children being Children Out Of School. Autumn 2019 represented a sharp increase in the number of referrals and the decrease in 2020 could be attributed to ongoing work of the team in supporting appropriate referrals via the protocol by schools.

Of these referrals to Fair Access, 22 children were out of school as a result of their Elective Home Education (EHE) programme being unsuitable, either because Nottinghamshire County Council did not feel that suitable learning could be demonstrated or because the parent indicated they were no longer providing an education.

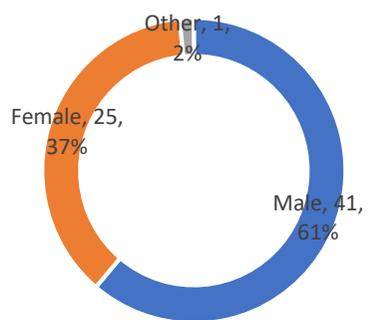
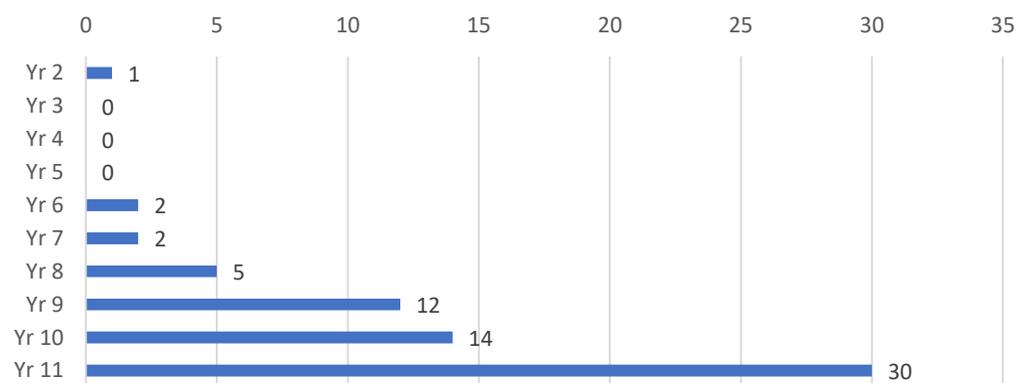
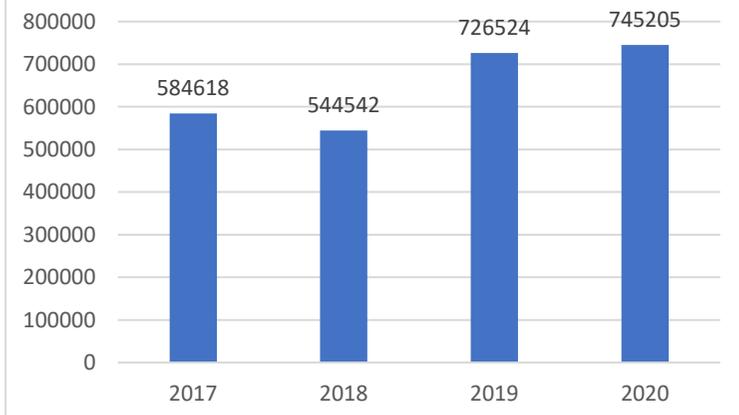


- Slightly more males than females were out of school as a result of Elective Home Education ending.
- The majority of children returning from unsuitable or ended Elective Home Education are secondary, with a concerning number in year 11. It could be concluded that as children reach Key Stage 4, parents find it more difficult to provide education at an appropriate level or require a return to the school system in order to support entries for examinations.

3. Vulnerable Children Education Commissioning

A total of 67 students were referred to the Vulnerable Children Education Commissioning (VCEC) board in the Autumn Term 2020. Of these cases 34 (51% of total) were referred to VCEC as part of the Fair Access process.

The total Educated Otherwise Than At School spend in Autumn 2020 as a result of referrals through this board was £745,205.

<p>3a. Students referred to VCEC by gender</p>  <table border="1"> <caption>3a. Students referred to VCEC by gender</caption> <thead> <tr> <th>Gender</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>41</td> <td>61%</td> </tr> <tr> <td>Female</td> <td>25</td> <td>37%</td> </tr> <tr> <td>Other</td> <td>1</td> <td>2%</td> </tr> </tbody> </table>	Gender	Count	Percentage	Male	41	61%	Female	25	37%	Other	1	2%	<p>3b. VCEC students by NCY</p>  <table border="1"> <caption>3b. VCEC students by NCY</caption> <thead> <tr> <th>NCY</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Yr 2</td> <td>1</td> </tr> <tr> <td>Yr 3</td> <td>0</td> </tr> <tr> <td>Yr 4</td> <td>0</td> </tr> <tr> <td>Yr 5</td> <td>0</td> </tr> <tr> <td>Yr 6</td> <td>2</td> </tr> <tr> <td>Yr 7</td> <td>2</td> </tr> <tr> <td>Yr 8</td> <td>5</td> </tr> <tr> <td>Yr 9</td> <td>12</td> </tr> <tr> <td>Yr 10</td> <td>14</td> </tr> <tr> <td>Yr 11</td> <td>30</td> </tr> </tbody> </table>	NCY	Count	Yr 2	1	Yr 3	0	Yr 4	0	Yr 5	0	Yr 6	2	Yr 7	2	Yr 8	5	Yr 9	12	Yr 10	14	Yr 11	30
Gender	Count	Percentage																																	
Male	41	61%																																	
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<p>3c. 4 year VCEC spend</p>  <table border="1"> <caption>3c. 4 year VCEC spend</caption> <thead> <tr> <th>Year</th> <th>Spend (£)</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>584,618</td> </tr> <tr> <td>2018</td> <td>544,542</td> </tr> <tr> <td>2019</td> <td>726,524</td> </tr> <tr> <td>2020</td> <td>745,205</td> </tr> </tbody> </table>	Year	Spend (£)	2017	584,618	2018	544,542	2019	726,524	2020	745,205	<ul style="list-style-type: none"> The majority of children referred to VCEC continue to be of secondary age with a sharp rise still seen into Key Stage 4, particularly for year 11 students. For children requiring a school move at this point it can be the case that it is not appropriate for children to return to mainstream education due to their needs and schools are less willing to admit due to the difficulties in providing an appropriate curriculum and the impact on performance indicators. The number of year 11 referrals is also impacted by trends in other service areas, notably the number of CYP who are deregistered from school for Elective Home Education and subsequently require a return to education late in their statutory school career. There was a much lower (2.6%) increase on VCEC spend in Autumn 2020 compared to Autumn 2019 than the 2018-19 increase (36.8%). 																								
Year	Spend (£)																																		
2017	584,618																																		
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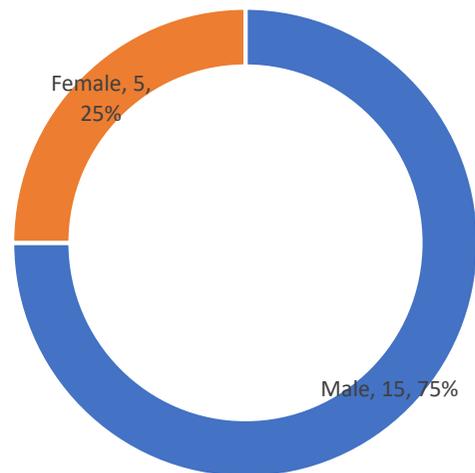
4. Permanent Exclusions

There is no validated fixed term exclusion data available for the reporting period due to the lag in this being reported and recorded via census. This data will be available for scrutiny with the end of year Children Missing Education dashboard.

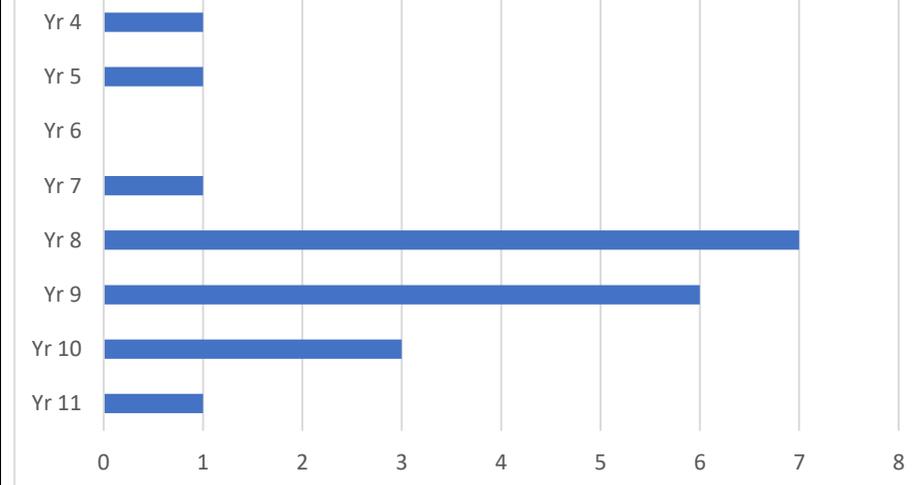
In Autumn 2020 there were 20 permanent exclusions from Nottinghamshire schools, not all of these students were Nottinghamshire residents and as such provision has been made for them by another Local Authority. A further 9 permanent exclusions were withdrawn as an alternative pathway was supported by the schools involved for these students. The data is compared below to the previous academic year:

Academic year	Permanent Exclusions
2017/18	14
2018/19	15
2019/20	17
2020/21	20

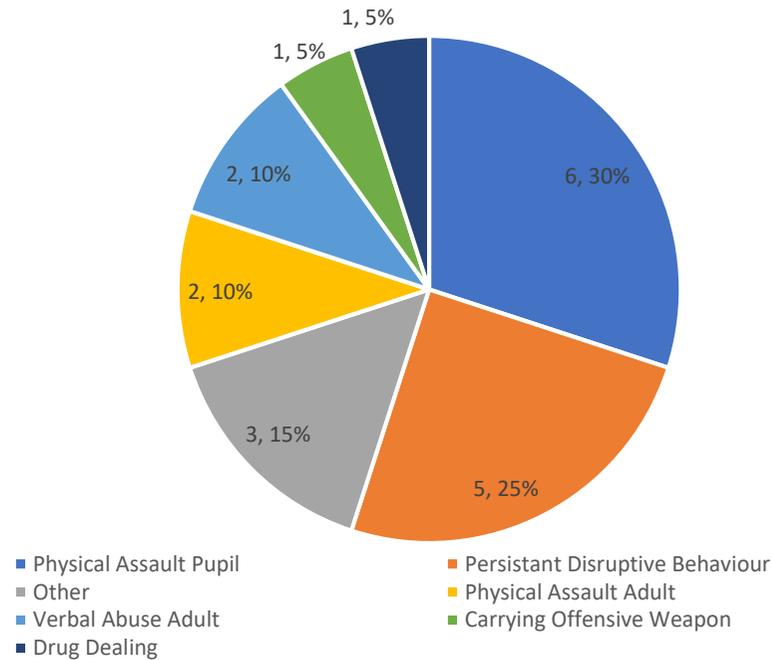
4a. Permanent exclusions by gender



4b. Permanent exclusions by NCY



4c. Permanent exclusions by reason

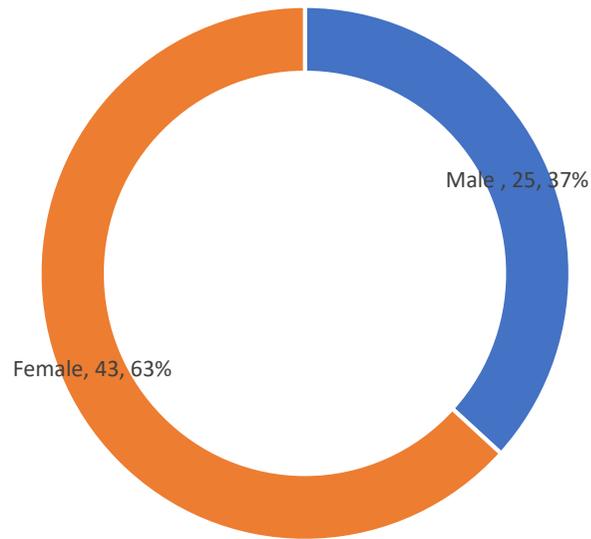


- The majority of permanent exclusions are issued to secondary students, with the same pattern of a peak at year 8 and then decreasing to year 11 as seen for Fair Access referrals. As in previous years the use of reduced timetables and school commissioned alternative provision increases into year 11 and this may correlate with a decrease in exclusions as schools use these as strategies to support students at risk of exclusion.
- Physical Assault towards pupils and persistent disruptive behaviour count together for over half of the permanent exclusions issued during this period.
- Nottinghamshire figures for permanent exclusion by gender remain in line with National statistics, with three quarters of the permanent exclusions being for males.
- Comparison against National rates will be drawn in the next CME dashboard that will report on the whole academic year however, if exclusion numbers over the spring and summer term are the same as Autumn this would mean they are at a rate of 0.06, just over half the national average of 0.1 reported for 2018/19 (DfE National Statistics, Permanent and fixed period exclusions in England:2018 to 2019)

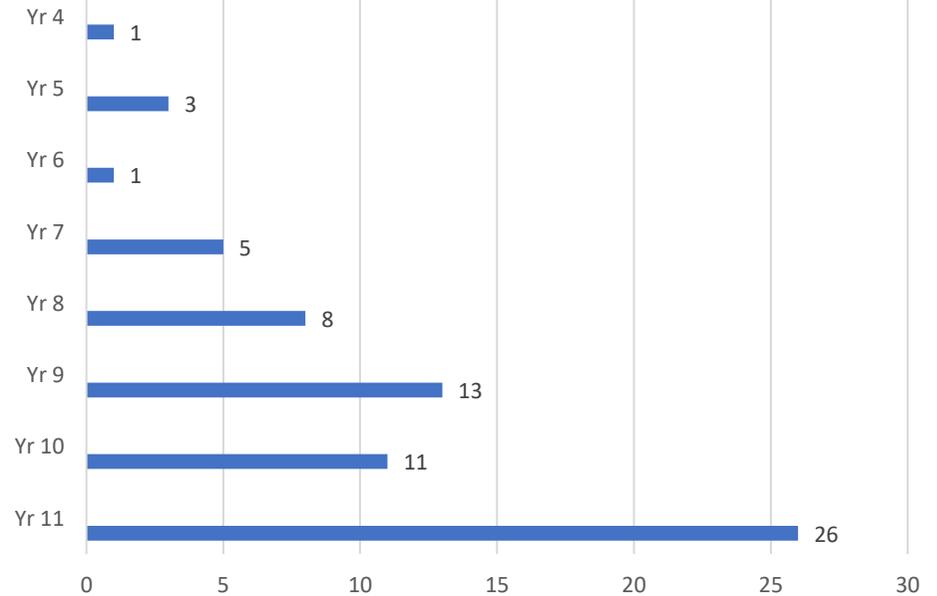
5. Students Supported by HRET

In Autumn term 2020 68 students were supported by the Health Related Education Team (HRET)

5a. HRET students by gender



5b. HRET students by NCY



- In contrast to other areas reported on the dashboard, the majority of HRET referrals are for female students, with only a third of students being male.
- As with VCEC referrals, HRET support increases through secondary up to year 11, supporting the data that for the students the dashboard reports on vulnerability increases with age with higher levels of support required at late secondary age.
- This data could also correlate with the trends that have been seen of higher numbers of EHE referrals in secondary, many of which are for students where anxiety and emotional health are reported as contributing factors in the decision to EHE.
- Data analysing the reasons for referral and outcomes for students referred to HRET will be available in the next dashboard reporting on the whole academic year.

6. Students on Reduced Timetables or Alternative Provision

In the Autumn Term 2020 there were 615 students reported by Nottinghamshire Schools to be accessing school arranged Reduced Timetables or Alternative Provision.

Academic Year/Term	Autumn	Spring	Summer
2018/19	370	528	597
2019/20	481	*	*
2020/2021	615	*	-

* Collection cancelled due to Covid, national lockdown and closure of schools

6a. School Data

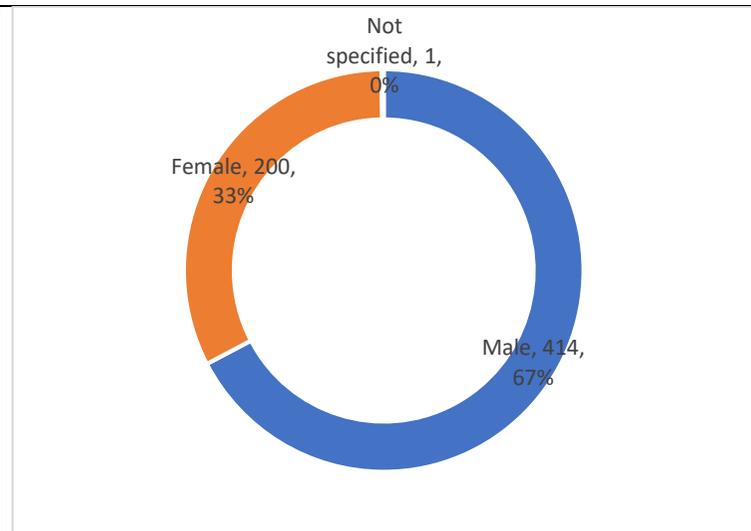
The response rate from schools to the collection is as follows:

	Total Responses	Total with a Positive Return**	Total Non-Returners
Autumn Term 20	325 (96.2%)	142 (42%)	13 (3.8%)

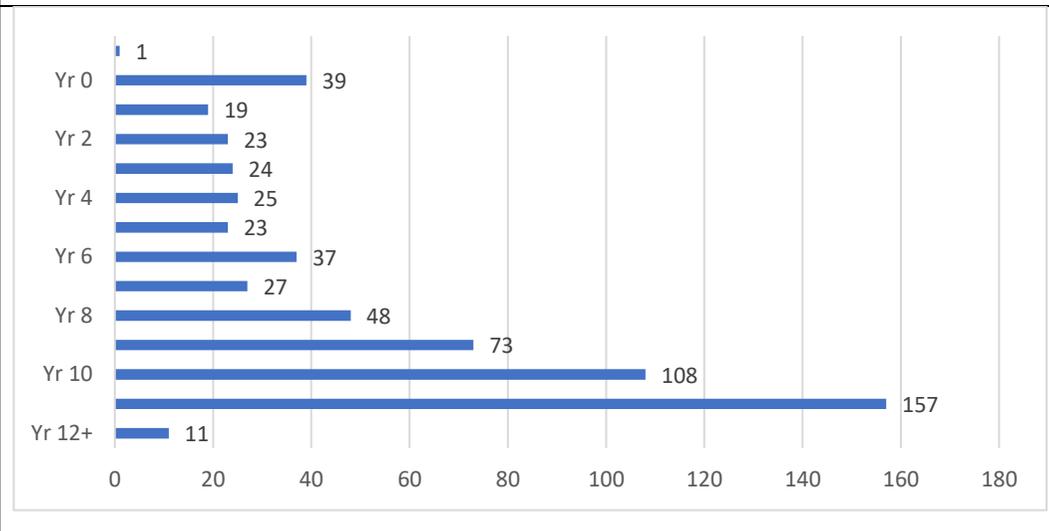
**Number of schools who confirmed that they had a child/children on roll who were not accessing their full education entitlement, or had been placed in alternative provision by the school:

- The % Increase of students on a reduced timetable or school commissioned alternative provision from Autumn 2019 to Autumn 2020 is 27.9, following the same trend as the previous year (30%)
- The number of non-returners in the Autumn term 2020 collection increased from Autumn term 2019 which saw only 6 schools not provide a return.

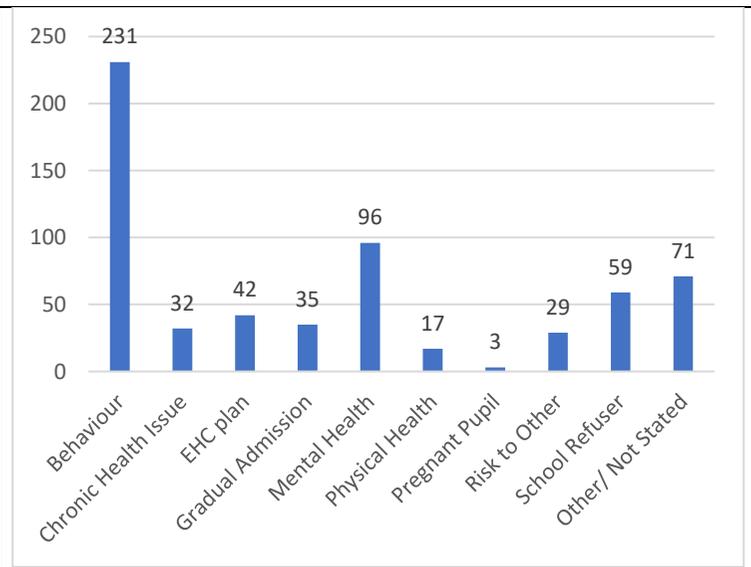
6b. Reduced timetables or Alternative Provision by gender



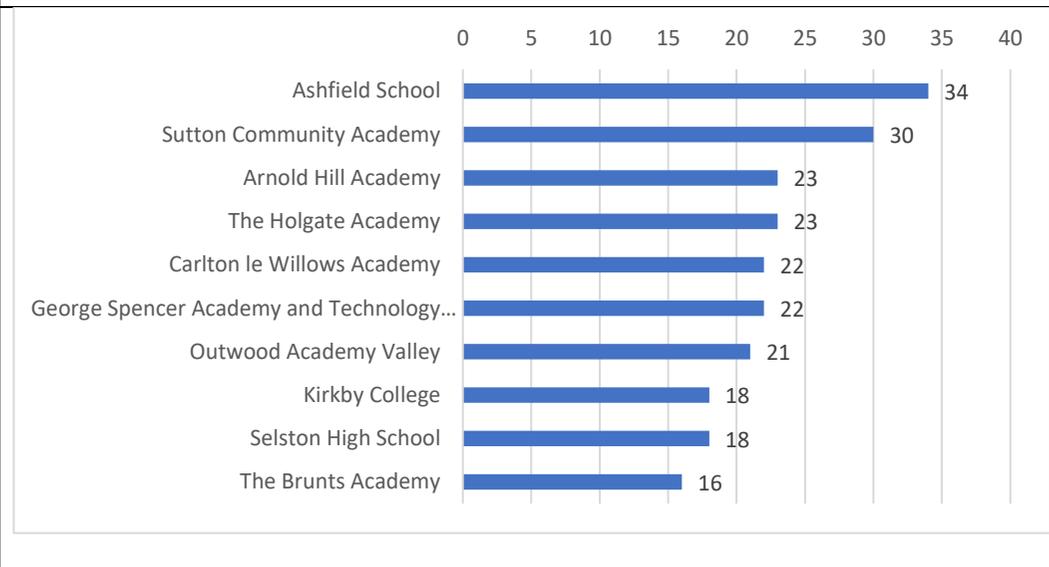
6c. Reduced timetables or Alternative Provision by NCY



6d. Reduced timetables or Alternative Provision by reason



6e. Reduced timetables or Alternative Provision 10 highest reporting schools



- Data shows that two thirds of the students reported as being on a reduced timetable or school commissioned alternative provision are male.
- The number of children on a reduced timetable or school commissioned alternative provision increases through secondary, with a peak at year 11, mirroring the Vulnerable Children Education Commissioning and Health Related Education Team data. It appears that as level of need increases with age this becomes more challenging for schools to support leading to use of reduced timetables and alternative provision, in some cases as strategies to prevent permanent exclusion.
- Behaviour (231) remains the most significant reason for schools to implement a reduced timetable or commission alternative provision, with Mental Health (96) the second highest reason. This pattern is consistent with previous collections.
- The highest reporting schools are being monitored on a termly basis and actions to support schools where data is concerning will be agreed on a strategic level by locality working groups. The data in future dashboards will be considered in the context of size of school cohort to give a picture of the rate of reduced timetable and school commissioned alternative provision as a strategy used by schools.

26th July 2021

Agenda Item: 10

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

SCHOOL HOLIDAY AND TERM TIME DATES FOR LOCAL AUTHORITY MAINTAINED SCHOOLS IN NOTTINGHAMSHIRE 2023/2024 TO 2026/2027 AND QUEEN'S PLATINUM JUBILEE – CHANGE TO DATES FOR 2021/2022

Purpose of the Report

1. This report seeks approval to determine Nottinghamshire County Council's school holiday pattern and term time dates for maintained schools for 2023/2024 to 2026/2027.
2. In addition this report seeks approval to amend the dates previously set for 2021/2022 following an amendment to The Education (School Day and School Year) (England) Regulations to enable schools to make provision for the additional bank holiday to celebrate the Platinum Jubilee of Her Majesty the Queen.

Information

3. The 1996 Education Act gives local authorities a statutory duty to determine school term dates and Nottinghamshire County Council is responsible under section 32 of the Education Act 2002 for fixing dates of terms and holidays of maintained schools. Schools must be open to pupils for 190 days (380 sessions) in an academic year, and 195 days for teachers.
4. It should be noted however that foundation, trust, voluntary aided schools and academies are responsible for setting their own holiday patterns. Members should be aware that these publicly funded schools are able to consult and set their own term dates which could, and at times do, differ to the dates set by Members for Nottinghamshire's maintained schools.
5. Nottinghamshire County Council has already set holiday dates for Nottinghamshire maintained schools up to 2022/2023 following the previous consultation that took place in 2017.
6. When setting dates for future years, the following principles have been considered:
 - the pattern must comprise 190 pupil days and 195 teacher days
 - ensuring that teaching and learning blocks are as equal in length as possible

- split weeks avoided where possible
- broadly confirm a fixed spring break as close as possible to Easter
- accepts that individual schools are responsible for setting their own teacher training days (the Council suggests one of these days be taken the first day back in September).

Consultation for 2023/2024 to 2026/2027

7. A period of consultation took place between 1st March and 2nd May 2021 which allowed key stakeholders (that is, parents, governors, teachers and other interested parties) the opportunity to comment on the proposals and suggest any changes to specific days, within the Council's preferred model of three terms.
8. The consultation, available as a background paper, outlined two proposals:
 - **Option A:** this follows the current model, which includes two weeks for the October half term break, a fixed spring break (generally the first two weeks in April) and generally five weeks break for the summer holiday
 - **Option B:** this suggests two weeks for the October half term break, a varied spring break and slight changes to the start and end dates for the academic year.
9. Consultees were invited to select their preferred option for each academic year. In addition, respondents were invited to submit additional comments on the options proposed.

Responses to consultation

10. 1,878 responses were received:
 - 1,844 online
 - 34 email

The majority of respondents were parents (including those with multiple roles, i.e. teachers, non-teaching, governors) – 1,512 (80.5%).

Other respondents included teachers, headteachers, non-teaching school staff, governors, members of the public, school age pupils under 16 and trade union representatives.

A summary of the preferred options is outlined below:

	Academic year 2023-24	Academic year 2024-25	Academic year 2025-26	Academic year 2026-27
No preference	202	195	219	207
Option A	1,207	1,186	1,187	1,208
Option B	469	497	472	463
Total	1,878	1,878	1,878	1,878

11. The comments received on the proposals can be summarised as follows:
 - reduce number of school holidays
 - consistency across all schools and phases

- align with other local authority areas
- fixed dates and fixed holidays
- link Easter bank holidays to spring break
- longer breaks at Christmas and summer
- return to a single week at October
- full weeks rather than part weeks holiday
- retain existing pattern
- equal terms are preferable
- additional teaching weeks
- optional holiday periods for children.

12. In light of comments received the holiday patterns have been reviewed to take into consideration more equal terms where possible. These are attached as **Appendix 1**.

- **2023/2024** – the majority of respondents preferred option A. Consideration has been given to create a more equal spring term. This would result in February half term being moved a week earlier (12 February 2024) which means that the first spring half term is 5 weeks and 2 days and the second spring half term is 5 weeks 4 days. This aligns with Nottingham City area.
- **2024/2025** – the majority of respondents preferred option A. Comments were received in preference of integrating the Easter holiday with the set bank holiday dates. This also aligns with neighbouring local authority areas.
- **2025/2026** – the majority of respondents preferred option A. This gives a full 2 weeks break at Christmas.
- **2026/2027** – the majority of respondents preferred option A, to integrate the Easter holiday with the set bank holiday dates.

Other Local Authorities

13. In setting dates, consideration has been given to term dates of neighbouring authorities, particularly Derbyshire and Nottingham City.

- Derbyshire follow the traditional 3 term pattern with the spring break determined by the Easter Bank holiday dates. As a result of this, the February half term and Easter break has sometimes differed by 1 week. Christmas and summer holiday dates have broadly been the same, differing by the odd day. Derbyshire has set their holiday patterns up to 2024/25 and consideration has been given to their pattern where possible.
- Nottingham City has a slightly different model to Nottinghamshire's current model having adopted a shorter summer break and a spring break to coincide with the Easter bank holidays. They have set dates up to 2024/25, continuing with that model.
- Doncaster has recently consulted and is in favour of recommending fixing Easter as an early summer break during the first 2 full weeks in April and reverting back to one week in October.

- Leicestershire are consulting to retain the traditionally adopted model of an earlier summer holiday; longer autumn term; aligning autumn and spring breaks with other authorities and introducing a two week autumn half term break but shorter Easter break. The Nottinghamshire pattern has always differed from this authority.
- Lincolnshire traditionally adopt a model that is a single week for October half term.
- Rotherham has traditionally adopted a model that is a single week for October half term and a longer summer break.

Amendment to term dates for 2021/2022

14. A change to holiday dates for Local Authority maintained schools in Nottinghamshire for 2021/2022 was approved on 18th January 2021 following the government announcement on 12th November 2020 of the change to the 2022 late Spring bank holiday from Monday 30th May to Thursday 2nd June. This resulted in a further bank holiday for Friday 3rd June 2022 to mark the Queen's Platinum Jubilee.
15. Following that change an amendment to The Education (School Day and School Year) (England) Regulations came into force on 1st June 2021 reducing the number of statutory teaching sessions for the academic year 2021/2022 from 380 to 378 sessions (189 days).
16. This will enable all maintained schools to benefit from the additional bank holiday for the academic year 2021/2022 in celebration of the Queen's Platinum Jubilee. A revised school holiday calendar for 2021/2022 to reduce the final term by 1 day to facilitate this amendment is set out in **Appendix 2**.

Other Options Considered

17. Members could consider consulting further to revert to a single week in October half term.
18. Consideration has been given to the feasibility of setting more equal half terms in the summer; however this would involve moving the spring bank holiday week and potentially would impact on secondary exam timetables.
19. Consideration has been given for the additional day in celebration of the Queen's Platinum Jubilee to be close to the bank holiday. However, this is likely to impact on exam timetables and will potentially be close to dates set for standard assessment tests (SATS).

Reasons for Recommendation

20. To enable the County Council to meet its statutory responsibility to determine school holiday and term time dates for all maintained schools in Nottinghamshire.
21. There are relatively narrow options available given the set bank holiday periods and the proposals set out take into consideration the views of respondents.
22. To enable maintained school staff to benefit from the additional bank holiday in celebration of Her Majesty the Queen's Platinum Jubilee, in line with legislation.

Statutory and Policy Implications

23. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment 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

24. There are no direct costs involved in the process of setting school holiday dates. The responsibility for setting the holiday dates falls within the remit of the Group Manager for Education, Learning and Skills.

RECOMMENDATION/S

That Committee:

- 1) agrees the school holiday pattern for 2023-2024, 2024-2025, 2025-2026 and 2026-2027 as outlined in **Appendix 1**
- 2) agrees the change to school holiday dates for 2021/2022, as outlined in **Appendix 2**, in celebration of the Queen's Platinum Jubilee.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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E: karen.hughman@nottsc.gov.uk

Claire Wilcoxson
Admissions Team Manager
T: 0115 977 2640
E: claire.wilcoxson@nottsc.gov.uk

Constitutional Comments (LW 24/06/21)

25. Children & Young People's Committee is the appropriate body to consider the content of the report.

Financial Comments (SAS 25/06/21)

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

Background Papers and Published Documents

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

[School holiday and term time dates for Local Authority maintained schools in Nottinghamshire 2023-2024, 2024-2025, 2025-2026 and 2026-2027 - report to Children & Young People's Committee on 22 February 2021](#)

- [Appendix 1 – Option A](#)
- [Appendix 2 – Option B](#)

[Queen's Platinum Jubilee: Change to school holiday and term dates for local authority maintained schools in Nottinghamshire for 2021/2022 - report to Children & Young People's Committee on 18 January 2021](#)

[The Education \(School Day and School Year\) \(England\)\(Coronavirus\)\(Amendment\)Regulations 2021](#)

Electoral Division(s) and Member(s) Affected

All.

C1478

August						
M	T	W	T	F	S	S
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July						
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22	23	24	25	26	27	28
29	30	31				

School Holidays
 Public Holidays
 Administration Day

Autumn Term

4 September - 20 October **7 weeks**
 6 November - 22 December **7 weeks**

Spring Term

4 January - 9 February **5 weeks 2 days**
 19 February - 29 March **5 weeks 4 days**

Summer Term

15 April - 24 May **5 weeks 4 days**
 3 June - 26 July **8 weeks**

August						
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September						
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October						
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November						
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December						
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January						
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School Holidays
 Public Holidays
 Administration Day

Autumn Term
 2 September - 18 October **7 weeks**
 4 November - 20 December **7 weeks**

Spring Term
 6 January - 14 February **6 weeks**
 24 February - 4 April **6 weeks**

Summer Term
 22 April - 23 May **4 weeks 3 days**
 2 June - 29 July **8 weeks 2 days**

August						
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September						
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November						
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December						
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February						
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March						
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June						
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July						
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School Holidays
 Public Holidays
 Administration Day

Autumn Term

1 September - 17 October **7 weeks**
 3 November - 19 December **7 weeks**

Spring Term

5 January - 13 February **6 weeks**
 23 February - 27 March **5 weeks**

Summer Term

13 April - 22 May **5 weeks 4 days**
 1 June - 27 July **8 weeks 1 day**

August						
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September						
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October						
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November						
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December						
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January						
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February						
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March						
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April						
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May						
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June						
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July						
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26	27	28	29	30	31	

School Holidays
 Public Holidays
 Administration Day

Autumn Term

1 September - 16 October **6 weeks 4 days**
 2 November - 18 December **7 weeks**

Spring Term

4 January - 12 February **6 weeks**
 22 February - 25 March **4 weeks 4 days**

Summer Term

12 April - 28 May **6 weeks 4 days**
 7 June - 28 July **7 weeks 3 days**

APPENDIX 2

September 2021						
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October 2021						
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November 2021						
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December 2021						
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February 2022						
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March 2022						
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April 2022						
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May 2022						
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July 2022						
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August 2022						
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29	30	31				

 Proposed additional holiday
 School Holidays

 Public Holidays

 Administration Day

Autumn Term

Schools Open - morning Tuesday 31 August 2021
 Half Term - Monday 18 October 2021 - Friday 29 October 2021
 Schools close - evening Friday 17 December 2021

Spring Term

Schools Open - morning Tuesday 4 January 2022
 Half Term - Monday 14 February 2022 - Friday 18 February 2022
 Spring Break - Monday 4 April 2022 - Monday 18 April 2022

Summer Term

Schools Open - morning Tuesday 19 April 2022
 May Day Bank Holiday - Monday 2 May 2022
 Half Term - Monday 30 May 2022 - Friday 3 June 2022
 Late Spring Bank Holiday - Thursday 2 June 2022
 Queen's Platinum Jubilee Bank Holiday - Friday 3 June 2022
 Schools Close - evening Wednesday 27 July 2022

26th July 2021

Agenda Item: 11

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

VARIATION TO NOTTINGHAMSHIRE SCHOOL ADMISSION ARRANGEMENTS 2021-2022 AND 2022-2023 AND NOTTINGHAMSHIRE'S STATUTORY CONSULTATION ON FAIR ACCESS PROTOCOL TO COMPLY WITH SCHOOL ADMISSIONS CODE 2021

Purpose of the Report

1. This report seeks approval to vary the admission arrangements for 2021-2022 and 2022-2023 for Nottinghamshire community and voluntary controlled schools to comply with the School Admissions Code 2021.
2. This report also seeks approval to carry out formal statutory consultation with all schools and other interested parties in Nottinghamshire on the Fair Access Protocol.

Information

3. All admission authorities must determine their school admission arrangements by 28th February every year, even if there have been no changes from previous years.
4. Nottinghamshire County Council, as the local authority, has a statutory duty to determine admission arrangements for community and voluntary controlled schools following annual consultation. The arrangements must comply with the School Admissions Code.
5. Own admission authorities (academies, foundation, trust and voluntary aided schools) are responsible for determining their own admission arrangements which must comply with the School Admissions Code.
6. There are limited circumstances in which changes can be made to school admission arrangements once they have been determined. These include a decision by the Schools Adjudicator or a change in the law.
7. A revised School Admissions Code was released on 13th July 2021 and comes into force on 1st September 2021. The Code applies to all maintained schools in England. Academy Schools are also required to comply with the Code and the law relating to admissions.

8. Each local authority must have a Fair Access Protocol to ensure that unplaced and vulnerable children, including those having difficulty in securing a school place in-year, are allocated a school place as quickly as possible. The Code states that the Protocol must be consulted upon and developed in partnership with all schools in its area.
9. The Department for Education consulted on proposed changes from 26th June to 16th October 2020. The consultation summary and government response to the consultation is available as a background paper.

Variation of Nottinghamshire County Council's admission arrangements 2021-2022 and 2022-2023 as a result of changes introduced by School Admissions Code 2021

10. **In-year admissions:** a dedicated section is now included for in-year admissions setting out a clear process for managing in-year admissions, including introducing timescales for different stages of the application. Nottinghamshire County Council's arrangements will be revised to reflect the change in timescales. The County Council will aim to notify parents of the outcome of their application within 10 school days, and as a maximum within 15 school days.
11. **Looked after and previously looked after children:** the County Council's arrangements give highest priority to looked after and previously looked after children, and second highest priority is given to children who were previously in state care outside of England. The 2021 Code has amended references to previously looked after children to include children who have been in state care outside of England and have ceased to be in care as a result of being adopted, and children who were adopted (or subject to child arrangement orders or special guardianship orders) immediately following having been looked after in England. The County Council's arrangements will be revised to include the change in definition so all looked after and previously looked after children are included in criterion 1.
12. **Children of UK service personnel and crown servants:** further clarity has been included regarding the address to use for admission of service or crown servant families. The County Council's arrangements have been updated to clarify this.
13. The amendments to the Code require the admission authority, Nottinghamshire County Council, to revise its 2021-2022 and 2022-2023 admission arrangements for community and voluntary controlled schools (attached as **Appendices 1 and 2**).

Fair Access Protocol

14. To meet the requirements of the Code, the Protocol must be consulted upon and developed in partnership with all schools in Nottinghamshire. The Council will be required to consult on its Protocol to:
 - make the purpose of Fair Access Protocols clearer
 - introduce timescales for placement decisions
 - ensure Fair Access Protocols are only used to support the most vulnerable
 - clarify the provision in relation to the use of fair access for children with challenging behaviour.

15. The Code comes into force in September 2021. Local authorities must make changes to their existing Fair Access Protocols in order to give effect to the new provisions in the 2021 Code. This means that a new Fair Access Protocol will be operational on 1st September.
16. Local authorities must consult all the admission authorities in their area about the changes they intend to take forward. Nottinghamshire County Council's consultation on the Fair Access Protocol will take place from 4th August until 19th September 2021.
17. Consultations would normally take place during term time, however as the Code introduces a clear timescale for placement decisions and the new Fair Access Protocol must be operational as outlined in the Code it is necessary to carry out the consultation during this period to ensure the Fair Access Protocol is operational with the provisions outlined in the new Code.
18. Applications received from 1st September 2021 will be required to be processed in line with the timescales published in the revised Code.
19. The stakeholders below will be included within the consultation and given the opportunity to respond:
 - All schools in Nottinghamshire
 - Chairs of governors of schools clerked by the Council
 - County Councillors
 - Borough/District Councillors
 - Dioceses
 - Known alternative education providers
 - Known Early Years providers – including children centres
 - MPs
 - Neighbouring Local Authorities
 - Parish Councils
 - Internal services - including
 - Integrated Children's Disability service (ICDS)
 - Place Planning
 - School Admissions Service
 - School Improvement.
20. There will also be publicity about the consultation via social media and the Council's intranet.

Other Options Considered

21. No other options have been considered.

Reason/s for Recommendation/s

22. To enable the County Council to meet its statutory responsibility as required by The School Admissions Code including the requirement to consult on the Fair Access Protocol.
23. To ensure the admission arrangements for community and voluntary controlled schools for 2021-2022 and 2022-2023 comply with the mandatory requirements of the Code.

Statutory and Policy Implications

24. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment 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

25. Consideration has been given to using electronic communication wherever possible to reduce postage costs alongside promoted social media posts inviting responses to the consultation. A summary of the consultation (which opens on 4th August) will be available on the public website. The cost will be met by the Admissions budget.

RECOMMENDATION/S

That:

- 1) the variations to the admission arrangements for 2021-2022 and 2022-2023 are approved.
- 2) approval is given to carry out consultation on the Fair Access Protocol between 4th August and 19th September 2021.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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Access and Admissions Strategy Team Manager
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E: claire.wilcoxson@nottscc.gov.uk

Constitutional Comments (LW 01/07/21)

26. Children & Young People's Committee is the appropriate body to consider the content of the report.

Financial Comments (MDN 06/07/21)

27. Consideration has been given to using electronic communication wherever possible to reduce postage costs alongside promoted social media posts inviting responses to the consultation. A summary of the consultation (which opens on 4th August) will be available on the public website. The cost will be met by the Admissions budget which is £1.117m and funded from the Dedicated Schools Grant.

Background Papers and Published Documents

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

Consultation summary and government response to changes to the School Admissions Code (May 2021) - [Changes to the School Admissions Code \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

School Admissions Code 2021 - [School admissions code 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Fair Access Protocols (July 2021) - [Fair access protocols \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

School Admissions Code 2014, available at www.education.gov.uk

School Admission Appeals Code (SAC) 2012, available at www.education.gov.uk

Electoral Division(s) and Member(s) Affected

All.

C1480

ADMISSION ARRANGEMENTS FOR COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS: 2021-2022

Document updated as a result of mandatory requirements of the School Admissions Code 2021 which came into force on 1 September 2021.

Contents

Section 1 – overall procedures and practices (including oversubscription criteria)

- 1.1 Key terms
- 1.2 Starting school
- 1.3 Relevant legislation
- 1.4 Oversubscription criteria for Nottinghamshire community and voluntary controlled schools

Section 2 – published admission numbers (PAN)

- 2.1 Ashfield area
- 2.2 Bassetlaw area
- 2.3 Broxtowe area
- 2.4 Gedling area
- 2.5 Mansfield area
- 2.6 Newark area
- 2.7 Rushcliffe area

Section 3 – qualifying scheme: how we coordinate the arrangements for the admission of pupils to primary and secondary schools in Nottinghamshire

- 3.1 Introduction
- 3.2 Applying for a school place
- 3.3 How applications are processed
- 3.4 Provisional offers
- 3.5 Final offer process
- 3.6 Informing parents
- 3.7 Waiting lists
- 3.8 Late applications – normal admission rounds only
- 3.9 Applications not received – normal admission rounds only
- 3.10 Primary coordinated scheme 2021-2022 timetable
- 3.11 Secondary coordinated scheme 2021-2022 timetable

Section 4 – how in-year applications are processed

- 4.1 Introduction
- 4.2 Nottinghamshire's arrangements for in-year applications to Nottinghamshire schools
- 4.3 Applying for a place in a Nottinghamshire school
- 4.4 Timeline for in-year applications
- 4.5 Admission to school (taking up the allocated in-year place)
- 4.6 Waiting lists

Section 1 - overall procedures and practices (including oversubscription criteria)

The admission arrangements for a school must include information about how applications are considered when there are more applications than places available. In the normal admissions round, if a school is undersubscribed, any parent who applies must be offered a place.

1.1 Key terms

Relevant area

This is the area which the admission authority for the school must consult all other prescribed schools within that area about any proposed changes to its admission arrangements. The area is determined by the local authority and reviewed every two years.

Nottinghamshire County Council determined the relevant areas in 2019 to be coterminous with the administrative district in which the school or academy is located. That is, Ashfield, Bassetlaw, Broxtowe, Gedling, Mansfield, Newark, Rushcliffe. For schools that have a catchment area or linked school that extends into other district areas the relevant area also includes that area, and/or the neighbouring local authority. For schools giving priority for children living in a parish the relevant area also includes the parish area that the school serves if this crosses into more than one administrative district area and/or other local authority.

Oversubscription criteria

Where there are more applications than places available, the oversubscription criteria are used to decide the priority of applications for school places. The first criterion represents the group of children most likely to get a place at the school. The last criterion represents the group of children least likely to get a place.

Some community and voluntary controlled schools in Nottinghamshire have a variation to the standard oversubscription criteria.

The criteria for each Nottinghamshire community and voluntary controlled school are shown in the tables in paragraph 1.4.

Education, health and care plan (EHCP)

All children with an education, health and care plan that names the school will be admitted. These documents state the education provision required for an individual child.

Looked after and previously looked after children

The School Admissions Code 2021 states that all admission authorities must give highest priority to this group of children and provides the following definition:

A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order). Further references to previously looked after children means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

- *A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.*
- *Children who were adopted under the Adoption Act 1976 and children who were adopted under section 46 of the Adoption and Children Act 2002.*
- *Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).*

Special consideration

Nottinghamshire County Council will consider applications for community and voluntary controlled schools where the application can be supported by written evidence from a doctor, social worker or other relevant professional stating why a particular school is the only school which could cater for the child's particular needs. The evidence must be presented at the time of application.

- For information provided before the closing date for intake applications, the appropriate designated officers will consider each case and decide the allocation of any such place on the basis of written evidence. Where it is agreed that a particular school is the only school that could meet a child's needs, the application will have priority following the allocation of looked after and previously looked after children.
- For information provided after the closing date and for all in-year applications, the appropriate designated officers will consider each case. If it is agreed that a particular school is the only school that could meet a child's needs, the application will have priority after looked after and previously looked after children. If the school is oversubscribed the application will have priority on the waiting list after the initial allocation of places.

Where a request for special consideration is not approved:

- For information provided before the closing date for intake applications, a decision will not be communicated and the application will be considered in line with the published admission oversubscription criteria.
- For information provided after the closing date and for all in-year applications, a decision based on the evidence provided will be communicated to the applicant.

Home address

The child's place of residence is taken to be the parental home, other than in the case of children fostered by a local authority, where either the parental address or that of a foster parent(s) may be used. If a child's parents live at separate addresses, the address where the child permanently spends at least three 'school' nights (that is, Sunday, Monday, Tuesday, Wednesday or Thursday) will be taken to be the place of residence. Addresses of other relatives or friends will not be considered as the place of residence, even if the child stays there for all or part of the week. Evidence that the child's place of residence is permanent may also be sought and this should prove that the child lived at the address at the time of the application.

Informal arrangements between parents will not be taken into consideration.

Children of UK Service personnel and crown servants

For families of service personnel with a confirmed posting to the area or crown servants returning from overseas to live in the area, Nottinghamshire County Council will use the address at which the child will live when applying the oversubscription criteria, as long as the parent provides some evidence of their intended address. A Unit or quartering address will be used as the child's home address where a parent requests this and evidence, such as an official letter declaring the relocation, is received.

Catchment areas

Nottinghamshire community and voluntary controlled schools have a defined catchment area, details of which are available on the public website

<http://www.nottinghamshire.gov.uk/education/school-admissions/school-catchment-areas>

Catchment areas do not prevent parents who live outside the catchment of a particular school from expressing a preference for the school.

Sibling (brother or sister)

- brothers and/or sisters who share the same parent(s)
- a half-brother, half-sister or legally adopted child living at the same address
- a child looked after by a local authority placed in a foster family with other school age children
- a stepchild or children who are not related but live as a family unit, where parents both live at the same address as the child.

Displaced sibling

A child is considered to have been displaced if they applied on time for their Nottinghamshire community catchment area school and they were not allocated under the coordinated scheme as the school was oversubscribed with catchment area children at national offer day. If the older sibling was subsequently offered a place at the community catchment school from the waiting list and this offer was declined, the child will not be considered as displaced and any younger siblings would not be given any additional priority in the oversubscription criteria.

Multiple births (twins, triplets etc)

Where one child of a multiple birth can be admitted through the normal admissions process, the other child/children will also be admitted.

Linked school

In some instances, attending a particular school or having a sibling attending that school, gives an application some priority within the oversubscription criteria for another named school. This is known as a 'linked school' and information about linked schools is available in *Admissions to schools: School information*, available on the County Council's website.

Parent

- the mother of the child
- the father of the child where he was married to the mother either when the child was born or at a later date
- the father of the child if (since 1 December 2003) he was registered as the father on the birth certificate
- an adoptive parent
- any other person who has acquired 'parental responsibility' through the courts; evidence of this may be required
- authorisation may also be given for another person to speak on the parent's behalf.

The person making the application must hold parental responsibility. If those with parental responsibility are unable to agree on the preferences received by Nottinghamshire County Council, it may be necessary for parents to obtain further legal advice. Nottinghamshire County Council will continue to process an application unless legal documentation is provided that states an application cannot be processed. In cases where multiple applications are received for the same child, Nottinghamshire County Council will establish where the child lives for the majority of the time. If agreement is not reached the address held by the child's current provision will be used.

Distance measurement

Within each of the criteria, priority will be given to children who live nearest to the school as the crow flies (by straight line). Distances are measured from the main administrative point at the school campus to an address point (using eastings and northings as defined by Ordnance Survey) to the child's home using the local authority's computerised distance measuring software.

Chuter Ede Primary School only

This school is set on two sites – Balderton and Fernwood villages on the southern edge of Newark. Applications can only be made to Chuter Ede Primary School and not to individual school sites. Applications are considered according to the oversubscription criteria for the school but distances are measured as the crow flies (by straight line) to a central point between the two sites. The central point is set using coordinates: Easting: 482377.26 and Northing: 351424.85.

Tie breaker

All admission arrangements must include an effective, clear and fair tie-breaker to decide between two applications that cannot otherwise be separated. In the event of two distances being equal Nottinghamshire County Council measures to the next decimal point. If the measurements remain equal, for example children living in the same block of flats, lots will be drawn and the process will be independently verified.

Waiting lists

For Nottinghamshire community and voluntary controlled schools, children's names will be added to a school's waiting list if they are refused a place. The position on a waiting list is decided by the oversubscription criteria. No reference is made to the date an application has been received or whether a parent has appealed against the decision. If any applications are received that have higher priority within the admission oversubscription criteria, these will be placed higher than applications that may have been on the list for some time. Being on a waiting list does not mean that a place will eventually become available.

If a place becomes available, the place will be allocated at that time, to the child who has highest priority on the waiting list according to the admission oversubscription criteria. This will include all applications that have been received requesting a place at that school where a higher preference has not been met.

For community and voluntary controlled schools, waiting lists are held for admission to year groups reception to year 5 until 31 May. Waiting lists will close on 31 May and parents would need to make a new application for the next academic year.

Alternative offers

Nottinghamshire County Council will identify an alternative offer for Nottinghamshire residents if it is not possible to meet any of their preferences. This ensures that no child is left without a school place. Firstly, the Council will check whether a place is available at a school serving the catchment area where the child lives. If there are no places available at the catchment school or there is not a catchment school serving that area, Nottinghamshire County Council will allocate a place at the next nearest school with places available.

The next nearest school is identified by walking distance measured using the County Council's computerised distance measuring software.

For in-year applications, Nottinghamshire County Council will identify Nottinghamshire residents without a school place and an alternative offer will be made in the following circumstances:

- relocation to Nottinghamshire within the last 6 weeks, or
- moving house within Nottinghamshire within the last 6 weeks

and in all cases the child's current/previous school is more than 2 miles from the home address for children aged under 8 years of age and 3 miles from the home address for children aged 8 years and over.

Applicants may be required to provide confirmation that the child is resident in the County.

Withdrawing an offer of a place

An offer of a place may only be withdrawn if it has been offered in error, a parent has not responded within a reasonable period of time, or it is established that the offer was obtained through a fraudulent or intentionally misleading application.

Fraudulent or misleading information

Where an offer of a place is found to be based on fraudulent or intentionally misleading information provided on the application, and this effectively denied a place to a child with higher priority for the place at the school, the offer of a place may be withdrawn.

Where the allocation has been withdrawn, the application will be reconsidered and the usual statutory right of appeal will be made available if a place is subsequently refused.

Nottinghamshire County Council will check the home address on any applications where there are doubts about the information provided.

Infant class sizes

The School Admissions (Infant Class Sizes) (England) Regulations 2012 permit children to be admitted as exceptions to the infant class size limit. Section 1 of the SSFA 1998 limits the size of an infant class (that is, a class in which the majority of children will reach the age of five, six or seven during the school year) to 30 pupils per school teacher. The School Admissions Code 2021 (2.16) states that additional children **may** be admitted under limited exceptional circumstances.

These children will remain as 'excepted pupils' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit.

For late applications for reception processed after 16 April 2021 (offer day) and before 31 August 2021 and for all in-year applications for reception to year 2, Nottinghamshire County Council will also consider whether the limited exceptional circumstances could apply. A child who falls into any of these categories will not automatically be admitted as an excepted child.

Appeals

When an application for a school is refused, the parent has a right to appeal to an independent appeal panel. Parents are informed of this when they receive their outcome and to lodge an appeal for community and voluntary controlled schools, parents should contact Nottinghamshire County Council. Further information is available at www.nottinghamshire.gov.uk

Repeat applications will not be considered for the same school in the same school year unless there has been a significant and material change in the circumstances of the application or those of the school.

A significant and material change in circumstances is something that alters the decision already made. A house move may not necessarily be considered a substantial change and will not give a further right of appeal.

National offer day

This is the day each year on which local authorities are required to send the offer of a school place to all parents in their area.

- For secondary pupils, offers are sent out by the home local authority on 1 March
- For primary pupils, offers are sent out by the home local authority on 16 April.

These dates are relevant to all on-time applications in the primary and secondary coordinated admissions rounds. If offer day falls on a non-working day, information will be sent on the next working day.

1.2 Starting school

Admission of children below compulsory school age and deferred entry to school

Compulsory school age is the term following a child's fifth birthday.

All children can start school full time in reception in the September following their fourth birthday. However, parents can request that the date their child is admitted to school is deferred until later in the school year 2021-2022, or until the term in which the child reaches compulsory school age within this year. The school year is also referred to as the 'academic year'.

Parents can request that their child takes up the place part-time until the child reaches compulsory school age within the 2021-2022 school year. Parents must ensure that they apply for a school place before the closing date of 15 January 2021 if they want their child to start in the reception class.

The parents of a **summer born child** (born between 1 April and 31 August) may choose not to send that child to school until the September following their fifth birthday. Typically, this means their child will start school in year 1, forfeiting reception. If a parent wishes to delay their child's admission to school until compulsory school age, and wants their child to be admitted to reception, the parent must request that the child is admitted out of the normal age group – to reception rather than year 1. If the request is refused, the parent must decide whether to apply for a place in the normal age group, or to make an in-year application for admission to year 1 for the September following the child's fifth birthday.

Admission of children outside the normal age group

Parents may seek a place for their child outside the normal age group, for example if the child is gifted and talented, has experienced ill health or is a summer born child wishing to start school in reception instead of year 1. This is not limited to applications for those starting school for the first time but includes children moving from infant to junior/primary schools and from primary to secondary schools.

Nottinghamshire County Council's designated officers will consider requests for admission outside the normal age group and will make decisions based on the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, the child's medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were for not being born prematurely. The views of the headteacher of the school concerned will also be taken into account.

When parents are told the decision about the year group to which the child should be admitted, they will also be given reasons for the decision. Where it is agreed that a child will be admitted out of the normal age group and, as a consequence of that decision, the child will be admitted to an intake age group (for example, reception), the County Council will process the application as part of the main admissions round. Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

1.3 Relevant legislation

Nottinghamshire County Council complies with the regulations and legislation set out in the School Admissions Code 2021 and the School Admission Appeals Code 2012, including:

- Equality Act 2010
- Human Rights Act 1998
- School Standards and Framework Act 1998

1.4 Oversubscription criteria for Nottinghamshire community and voluntary controlled schools

If there are more applications than places available, the oversubscription criteria will be used to determine how places are allocated. The first criterion represents the group of children most likely to get a place at the school; the last criterion represents the group of children least likely to get a place.

The oversubscription criteria for community and voluntary controlled schools in Nottinghamshire are presented in 8 tables. Each table shows the determined arrangements for 2021-2022.

1.4A	Standard reception criteria for infant and primary schools
1.4B	Variation to standard criteria for infant and primary schools with a faith criterion
1.4C	All Hallows CofE Primary School (Gedling) - variation to include faith
1.4D	St Wilfrid's CofE Primary School (Gedling) - variation to include faith
1.4E	Trowell CofE Primary School (Broxtowe) - variation to include faith
1.4F	Standard junior/primary criteria – intake at year 3
1.4G	Variation to standard criteria for junior/primary schools with an intake at year 3
1.4H	Lowe's Wong Anglican Methodist Junior School (Newark) – variation to include faith

1.4A

STANDARD RECEPTION CRITERIA: INFANT AND PRIMARY SCHOOLS 2021-2022

1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school **and children who do not live in the catchment area at the closing date for application and who, at the time of admission will have a brother or sister attending the school or the linked junior/primary school who was displaced as their Nottinghamshire community catchment area school was oversubscribed at the national offer day for first admission to school**
3. Other children who live in the catchment area at the closing date for applications
4. Children who live outside the catchment area who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school
5. Children who live outside the catchment area

School names

Abbey Gates Primary School

Abbey Hill Primary and Nursery School

Abbey Primary School

Abbey Road Primary School

Albany Infant and Nursery School

Annesley Primary and Nursery School

Arnold Mill Primary and Nursery School

Arnold View Primary School

Arnold Woodthorpe Infant School

Asquith Primary School

Bagthorpe Primary School

Beardall Fields Primary and Nursery School

Beckingham Primary School

Berry Hill Primary School

Blidworth Oaks Primary School

Bramcote Hills Primary School

Brierley Forest Primary and Nursery School

Brinsley Primary and Nursery School

Brookhill Leys Primary and Nursery School

Brookside Primary School

Bunny CofE Primary School

Butler's Hill Infant and Nursery School

Carnarvon Primary School

Carr Hill Primary and Nursery School

Church Vale Primary School and Foundation

Chuter Ede Primary School
Clarborough Primary School
Coddington CofE Primary and Nursery School
Coppice Farm Primary School
Costock CofE Primary School
Crescent Primary School
Croft Primary School
Dalestorth Primary and Nursery School
Dunham-on-Trent CofE Primary School
East Markham Primary School
Edgewood Primary and Nursery School
Elkesley Primary and Nursery School
Everton Primary School
Farmilo Primary School and Nursery
Forest Glade Primary School
Forest Town Primary School
Gateford Park Primary School
Gotham Primary School
Greasley Beauvale Primary School
Haggonfields Primary and Nursery School
Halam CofE Primary School
Hallcroft Infant and Nursery School
Hawthorne Primary and Nursery School
Healdswood Infants and Nursery School
Heatherley Primary School
Heathlands Primary School
Hetts Lane Infant and Nursery School
High Oakham Primary School
Hillocks Primary and Nursery School
Holgate Primary and Nursery School
Holly Hill Primary and Nursery School
Holly Primary School
Intake Farm Primary School
Jacksdale Primary and Nursery School
James Peacock Infant and Nursery School
Jesse Gray Primary School
John Blow Primary School

John Clifford Primary School
John Hunt Primary School
John T Rice Infant and Nursery School
King Edward Primary and Nursery School
King Edwin Primary and Nursery School
Kingsway Primary School
Kinoulton Primary School
Kirklington Primary School
Lady Bay Primary School
Lake View Primary and Nursery School
Lambley Primary School
Langar CofE Primary School
Lantern Lane Primary and Nursery School
Lawrence View Primary and Nursery School
Leen Mills Primary School
Lovers Lane Primary and Nursery School
Lowe's Wong Infant School
Manners Sutton Primary School
Manor Park Infant and Nursery School
Mapperley Plains Primary and Nursery School
Mattersey Primary School
Maun Infant and Nursery School
Misson Primary School
Misterton Primary and Nursery School
Morven Park Primary and Nursery School
Mount CofE Primary and Nursery School
Muskham Primary School
Netherfield Infant School
Nettleworth Infant and Nursery School
Newstead Primary and Nursery School
Normanton-on-Soar Primary School
North Clifton Primary School
Northfield Primary and Nursery School
Norwell CofE Primary School
Orchard Primary School and Nursery
Ordsall Primary School
Orston Primary School

Phoenix Infant and Nursery School
Pinewood Infant and Nursery School
Priestsc Primary and Nursery School
Prospect Hill Infant and Nursery School
Queen Eleanor Primary School
Radcliffe-on-Trent Infant and Nursery School
Rampton Primary School
Ramsden Primary School
Ravenshead CofE Primary School
Redlands Primary and Nursery School
Round Hill Primary School
Selston CofE Infant and Nursery School
Sir Edmund Hillary Primary and Nursery School
Springbank Primary School
St Augustine's School
St Edmund's CofE Primary School
Standhill Infants' School
Stanhope Primary and Nursery School
Sutton Bonington Primary School
Sutton-on-Trent Primary and Nursery School
Sutton Road Primary School
The Lanes Primary School
Toton Banks Road Infant and Nursery School
Trent Vale Infant School
Underwood Church of England Primary School
Wadsworth Fields Primary School
Walesby CofE Primary School
Walkeringham Primary School
West Bridgford Infant School
Westdale Infant School
Westwood Infant and Nursery School
William Lilley Infant and Nursery School
Willoughby Primary School
Willow Brook Primary School
Winthorpe Primary School
Woodland View Primary School
Wynndale Primary School

1.4B**VARIATION TO STANDARD RECEPTION CRITERIA:
INFANT AND PRIMARY SCHOOLS – FAITH CRITERIA 2021-2022**

1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school **and children who do not live in the catchment area at the closing date for application and who, at the time of admission, will have a brother or sister attending the school or the linked/junior primary school who was displaced as their Nottinghamshire community catchment area school was oversubscribed at the national offer day for first admission to school**
3. Other children who live in the catchment area at the closing date for applications
4. Children who live outside the catchment and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school
5. Children who live outside the catchment area and whose parent attends the relevant church/churches*
6. Children who live outside the catchment area

*Relevant churches are detailed below. Supporting evidence from the appropriate minister must be provided to confirm attendance. Attendance at church is defined as having attended the recognised place of worship for at least twice a month for a minimum period of one year immediately prior to the date of application (including week-day worship).

In the event that during the period specified for attendance at worship the church or other recognised place of worship has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admission arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.

**If a church is not named, supporting information must be provided to confirm regular attendance. Attendance at church is defined as having attended the recognised place of worship for at least twice a month for a minimum period of one year at a Christian church that is a member of Churches Together in England or the Evangelical Alliance (www.cte.org.uk or www.eauk.org)

School name	Relevant church/churches
Caunton Dean Hole CofE Primary School	St Andrew's Church, Caunton
Cuckney CofE Primary School	St Mary's Church, Cuckney or St Winifred's, Holbeck
Kneesall CofE Primary School	**
North Wheatley Church of England Primary School	**
Ranby CofE Primary School	All Saints Church, Babworth or St Martin's Church, Ranby
St Andrew's CofE Primary and Nursery School	**
St John's CofE Primary School	**
St Matthew's CofE Primary	**

1.4C

**ALL HALLOWS CofE PRIMARY SCHOOL (GEDLING) - FAITH CRITERIA
VARIATION TO STANDARD RECEPTION CRITERIA 2021-2022**

1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who live in the catchment area at the closing date for applications and who have a brother or sister attending the school at the time of admission **and** *children who do not live in the catchment area at the closing date for application and who, at the time of admission, will have a brother or sister attending the school who was displaced as their Nottinghamshire community catchment school was oversubscribed at the national offer day for first admission to school*
3. Children who live in the catchment area at the closing date for applications where the parent or child has regularly worshipped at All Hallows, Gedling or St Paul's, Carlton
4. Children who live in the catchment area at the closing date for applications where the parent or child has regularly worshipped at another Christian Church that is a member of Churches Together in England or the Evangelical Alliance
5. Children who live in the catchment area at the closing date for applications, where the parent or child has regular involvement with another faith through a recognised place of worship
6. Children who live in the catchment area
7. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school
8. Other children

Supporting evidence from the appropriate minister must be provided to confirm attendance.

Attendance at church is defined as having attended the recognised place of worship for at least twice a month for a minimum period of one year (including week-day worship) immediately prior to the date of application at a Christian church that is a member of Churches Together in England or the Evangelical Alliance (www.cte.org.uk or www.eauk.org)

Attendance at other recognised places of worship must confirm that the parent or child has attended at least twice a month for a minimum period of one year (including week-day worship) immediately prior to the date of application.

In the event that during the period specified for attendance at worship the church or other recognised place of worship has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admission arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.

1.4D

**ST WILFRID'S COFE PRIMARY SCHOOL (GEDLING) - FAITH CRITERIA
VARIATION TO STANDARD RECEPTION CRITERIA 2021-2022**

1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school **and** *children who do not live in the catchment area at the closing date for application and who, at the time of admission, will have a brother or sister attending the school who was displaced as their Nottinghamshire community catchment school was oversubscribed at the national offer day for first admission to school*
3. Children who live in the catchment area and have a parent who has attended a church service* at least twice a month for a minimum period of one year immediately prior to the date of application, or where the child has attended a church service* with an adult member of their immediate family at least twice a month for a minimum period of one year immediately prior to the date of application.
4. Other children who live in the catchment area
5. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school
6. Children who live outside the catchment area and have a parent who has attended a church service* at least twice a month for a minimum period of one year immediately prior to the date of application, or where the child has attended a church service* with an adult member of their immediate family at least twice a month for a minimum period of one year immediately prior to the date of application
7. Other children who live outside the catchment area

* Church service includes attendance at a) the Church of England or b) a church which is a member of the Churches Together in England. Information from the appropriate minister confirming attendance must be provided with the application.

In the event that during the period specified for attendance at worship the church or other recognised place of worship has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admission arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.

1.4E

**TROWELL COFE PRIMARY SCHOOL (BROXTOWE) - FAITH CRITERIA
VARIATION TO STANDARD RECEPTION CRITERIA 2021-2022**

1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school **and** *children who do not live in the catchment area at the closing date for application and who, at the time of admission, will have a brother or sister attending the school who was displaced as their Nottinghamshire community catchment school was oversubscribed at the national offer day for first admission to school*
3. Other children who live in the catchment area at the closing date for applications
4. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school
5. Children who live outside the catchment area where a parent is involved with St Helen's Church*
6. Children who live outside the catchment area where a parent is involved with other named Anglican churches or those churches affiliated with Churches Together in England or the Evangelical Alliance*
7. Other children who live outside the catchment area

*Supporting information from a minister will be required to confirm involvement with the relevant church. Regular involvement means attendance at church services at least twice a month for a minimum period of one year immediately prior to the date of application.

In the event that during the period specified for attendance at worship the church or other recognised place of worship has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admission arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.

1.4F	STANDARD JUNIOR/PRIMARY CRITERIA: YEAR 3 ADMISSIONS FROM A LINKED INFANT SCHOOL 2021-2022
1.	Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2.	Children who attend the linked infant school at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked infant school
3.	Other children who attend the linked infant school at the closing date for applications
4.	Children who live in the catchment area at the closing date for applications, who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school
5.	Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school
6.	Children who live outside the catchment area and who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school
7.	Children who live outside the catchment area
School names	
Albany Junior School	
Arno Vale Junior School	
Beeston Rylands Junior School	
Broomhill Junior School	
Carr Hill Primary and Nursery School	
Eastlands Junior School (Welbeck Federation of Schools)	
Eskdale Junior School	
Jacksdale Primary and Nursery School	
Leas Park Junior School	
Newlands Junior School	
Priory Junior School	
Prospect Hill Junior School	
Radcliffe-on-Trent Junior School	
Sherwood Junior School	
West Bridgford Junior School	
Woodland View Primary School	

1.4G	VARIATION TO STANDARD JUNIOR/PRIMARY CRITERIA: YEAR 3 INTAKE 2021-2022
<ol style="list-style-type: none"> 1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. 2. Children who live in the catchment area at the closing date for applications and attend the linked infant school and who, at the time of admission, will have a brother or sister attending the school or the linked infant school 3. Other children who live in the catchment area at the closing date for applications and attend the linked infant school 4. Children who live in the catchment area at the closing date for applications who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school 5. Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school 6. Children who live outside the catchment area but attend the linked infant school and who, at the time of admission, will have a brother or sister attending the school or the linked infant school 7. Children who live outside the catchment area but attend the linked infant school 8. Children who live outside the catchment area and who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school 9. Other children 	
School name	
Bagthorpe Primary School	
St Peter's CofE Junior School	
Toton Bispham Drive Junior School	

1.4I

**LOWE'S WONG ANGLICAN METHODIST JUNIOR SCHOOL (NEWARK) - FAITH
CRITERION 2021-2022
VARIATION TO STANDARD JUNIOR/PRIMARY CRITERIA**

1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who attend the linked infant school at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked infant school.
3. Other children who attend the linked infant school at the closing date for applications.
4. Children who live in the catchment area at the closing date for applications, who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school.
5. Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school.
6. Children who live outside the catchment area and who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school.
7. Children who live outside the catchment area but whose parent attends the relevant church/churches**.
8. Children who live outside the catchment area.

**Supporting information must be provided to confirm regular attendance at church services at least twice a month for a minimum period of one year immediately prior to the date of application at a Christian church that is a member of Churches Together in England or the Evangelical Alliance (www.cte.org.uk or www.eauk.org) .

In the event that during the period specified for attendance at worship the church or other recognised place of worship has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admission arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.

Section 2 – published admission numbers (PAN) 2021-2022

All schools are required to have a published admission number. This is the number of pupils each school can admit. For Nottinghamshire community and voluntary controlled schools, the published numbers are listed by area in the following section. Own admission authority schools are not included.

2.1 – Ashfield area

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Abbey Hill Primary and Nursery School	45	
Annesley Primary and Nursery School	30	
Bagthorpe Primary School	15	15
Beardall Fields Primary and Nursery School	60	
Brierley Forest Primary and Nursery School	60	
Broomhill Junior School		75
Butler's Hill Infant and Nursery School	75	
Croft Primary School	60	
Dalestorth Primary and Nursery School	45	
Edgewood Primary and Nursery School	45	
Forest Glade Primary School	30	
Healdswood Infants' and Nursery School	60	
Hillocks Primary and Nursery School	45	
Holgate Primary and Nursery School	60	
Holly Hill Primary and Nursery School	50	
Jacksdale Primary and Nursery School	25	20
Kingsway Primary School	60	
Leen Mills Primary School	60	
Morven Park Primary and Nursery School	60	
Orchard Primary School and Nursery	45	
Priestsc Primary and Nursery School	60	
Selston CofE Infant and Nursery School	25	
St Andrew's CofE Primary and Nursery School	45	
Underwood Church of England Primary School	25	
Westwood Infant and Nursery School	20	
Woodland View Primary School	30	35

Published admission number changes are *highlighted*. The published admission number (PAN) determined for 2020-2021 is in brackets.

2.2 – Bassetlaw area

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Beckingham Primary School	15	
Carr Hill Primary and Nursery School	45	45
<i>Clarborough Primary School</i>	30 (20)	
Cuckney CofE Primary School	20	
Dunham-on-Trent CofE Primary School	15	
East Markham Primary School	30	
Elkesley Primary and Nursery School	15	
Everton Primary School	15	
Gateford Park Primary School	30	
Haggonfields Primary and Nursery School	25	
Hallcroft Infant and Nursery School	45	
Mattersey Primary School	10	
Misson Primary School	20	
Misterton Primary and Nursery School	30	
North Wheatley Church of England Primary School	20	
Ordsall Primary School	90	
Prospect Hill Infant and Nursery School	60	
Prospect Hill Junior School		60
Rampton Primary School	15	
Ramsden Primary School	30	
Ranby CofE Primary School	15	
Redlands Primary and Nursery School	60	
Sir Edmund Hillary Primary and Nursery School	60	
<i>St Augustine's School</i>	60 (75)	
St Matthew's CofE Primary	10	
Walkeringham Primary School	8	

Published admission number changes are *highlighted*. The published admission number (PAN) determined for 2020-2021 is in brackets.

2.3 – Broxtowe area

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Albany Infant and Nursery School	60	
Albany Junior School		60
Beeston Rylands Junior School		50
Bramcote Hills Primary School	60	
Brinsley Primary and Nursery School	30	
Brookhill Leys Primary and Nursery School	60	
Eskdale Junior School		70
Greasley Beauvale Primary School	55	
John Clifford Primary School	60	
Lawrence View Primary and Nursery School	30	
Round Hill Primary School	75	
Springbank Primary School	30	
St John's CofE Primary School	15	
The Lanes Primary School	90	
Toton Banks Road Infant and Nursery School	60	
Toton Bispham Drive Junior School		60
Trent Vale Infant School	50	
Trowell CofE Primary School	30	
Wadsworth Fields Primary School	50	
William Lilley Infant and Nursery School	60	

Published admission number changes are *highlighted*. The published admission number (PAN) determined for 2020-2021 is in brackets.

2.4 – Gedling area

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Abbey Gates Primary School	30	
All Hallows CofE Primary School	30	
Arno Vale Junior School		60
Arnold Mill Primary and Nursery School	45	
Arnold View Primary School	45	
Arnold Woodthorpe Infant School	60	
Coppice Farm Primary School	30	
Hawthorne Primary and Nursery School	30	
Lambley Primary School	30	
Manor Park Infant and Nursery School	60	
Mapperley Plains Primary and Nursery School	45	
Newstead Primary and Nursery School	20	
Phoenix Infant and Nursery School	60	
Pinewood Infant and Nursery School	60	
Priory Junior School		60
St Wilfrid's CofE Primary School	30	
Standhill Infants' School	45	
Stanhope Primary and Nursery School	60	
Westdale Infant School	60	

Published admission number changes are *highlighted*. The published admission number (PAN) determined for 2020-2021 is in brackets.

2.5 – Mansfield area

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Abbey Primary School	60	
Asquith Primary School	45	
Berry Hill Primary School	60	
Church Vale Primary School and Foundation Unit	30	
Crescent Primary School	60	
Eastlands Junior School (Welbeck Federation of Schools)		40
Farmilo Primary School and Nursery	45	
Forest Town Primary School	60	
Heatherley Primary School	45	
Heathlands Primary School	25	
Hetts Lane Infant and Nursery School	60	
High Oakham Primary School	60	
Holly Primary School	40	
Intake Farm Primary School	30	
John T Rice Infant and Nursery School	50	
<i>King Edward Primary and Nursery School</i>	60 (90)	
Leas Park Junior School		70
Netherfield Infant School	40	
Nettleworth Infant and Nursery School	70	
Newlands Junior School		60
Northfield Primary and Nursery School	60	
Sherwood Junior School		60
St Edmund's CofE Primary School	30	
Sutton Road Primary School	90	
Wynndale Primary School	30	

Published admission number changes are **highlighted**. The published admission number (PAN) determined for 2020-2021 is in brackets.

2.6 – Newark area

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Blidworth Oaks Primary School	45	
<i>Caunton Dean Hole CofE Primary School</i>	8 (10)	
Chuter Ede Primary School	90	
Coddington CofE Primary and Nursery School	60	
Halam CofE Primary School	15	
John Blow Primary School	30	
John Hunt Primary School	60	
King Edwin Primary and Nursery School	60	
Kirklington Primary School	15	
Kneesall CofE Primary School	15	
Lake View Primary and Nursery School	30	
Lovers Lane Primary and Nursery School	30	
Lowe's Wong Anglican Methodist Junior		100
Lowe's Wong Infant School	70	
Manners Sutton Primary School	8	
Maun Infant and Nursery School	60	
Mount CofE Primary and Nursery School	30	
Muskham Primary School	30	
North Clifton Primary School	8	
Norwell CofE Primary School	10	
Queen Eleanor Primary School	10	
Ravenshead CofE Primary School	60	
Sutton-on-Trent Primary and Nursery School	20	
Walesby CofE Primary School	20	
Winthorpe Primary School	15	

Published admission number changes are *highlighted*. The published admission number (PAN) determined for 2020-2021 is in brackets.

2.7 – Rushcliffe area

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Abbey Road Primary School	60	
Brookside Primary School	45	
Bunny CofE Primary School	15	
Carnarvon Primary School	70	
Costock CofE Primary School	15	
Gotham Primary School	30	
James Peacock Infant and Nursery School	90	
Jesse Gray Primary School	60	
Kinoulton Primary School	20	
Lady Bay Primary School	60	
Langar CofE Primary School	15	
Lantern Lane Primary and Nursery School	60	
Normanton-on-Soar Primary School	15	
Orston Primary School	25	
Radcliffe-on-Trent Infant and Nursery School	90	
Radcliffe-on-Trent Junior School		70
St Peter's Cof E Junior School		90
Sutton Bonington Primary School	30	
West Bridgford Infant School	81	
West Bridgford Junior School		85
Willoughby Primary School	7	
Willow Brook Primary School	30	

Published admission number changes are **highlighted**. The published admission number (PAN) determined for 2020-2021 is in brackets.

Section 3 - qualifying scheme: how we coordinate the arrangements for the admission of pupils to primary and secondary schools in Nottinghamshire

The scheme is for admission at the normal time, for example starting primary school, moving to junior school, moving to secondary school or transferring to a school with an atypical age of admission.

3.1 Introduction

- a. This section outlines how Nottinghamshire County Council coordinates arrangements for admissions to all maintained schools and academies. Coordinated schemes are intended to simplify the admission process for parents whilst reducing the likelihood of any child being left without a school place. Coordination helps to ensure that, as far as is reasonably practicable, every parent of a child living in a local authority area who has applied to a maintained school or academy school is sent one, and only one, offer of a school place by the local authority where they live (the home authority).
- b. Atypical schools are those which admit children at the beginning of the key stage 4 or the preceding year (that is, year 9 or year 10). All local authorities must inform parents of pupils that they may apply in the offer year to be admitted to the relevant age group of a school with an atypical age. Nottinghamshire does not have any schools of this type but coordinates admission applications for Nottinghamshire residents wishing to apply for schools outside the area.
- c. Children do not automatically transfer to reception from early years provision or nursery and parents must apply for a school place. Similarly, children attending an infant school do not automatically transfer to the junior/primary phase of education and parents must make an application.
- d. Parents of children who live in Nottinghamshire can state up to four preferences for any maintained school or academy school, either in Nottinghamshire (home authority) or any other school in another local authority area.
- e. Nottinghamshire County Council's coordinated scheme is relevant for:
 - children starting school for the first time (reception intake)
 - children transferring from infant school to junior education (Y3 intake)
 - children transferring from primary phase to secondary education (Y7 intake)
 - children applying to transfer to a school with an atypical age of admission, e.g. studio schools or university technology colleges (UTCs) (Y9/Y10 intake).

These are known as 'normal admissions rounds'.

- f. In all other cases, applications for admission are known as 'in-year admissions' and these are described in section 4.
- g. Nottinghamshire County Council will work with other local authorities and all other own admission authority schools. Our neighbouring local authorities are: Derbyshire, Doncaster, Leicestershire, Lincolnshire, North Lincolnshire, Nottingham City and Rotherham.

- h. Nottinghamshire residents will receive a decision about a place only from Nottinghamshire County Council.
- i. All offers of a place by Nottinghamshire County Council during the normal admissions round will be made as shown in the timetables outlined in this scheme.

3.2 Applying for a school place

- a. Parents of children who live in Nottinghamshire and make an application for admission to any school must apply to Nottinghamshire County Council. Parents can apply online, by telephone or by completing a paper application form.
- b. All other applicants must apply to their home local authority (the area where they live).
- c. Parents will be invited to state up to **four** preferences in the order they most prefer and give reasons for those preferences. Preference order will not be revealed to other admission authorities. Parents should include any additional information the admission authority may need in order to consider their preferences fully.
- d. Some academy, foundation, free, studio, trust, voluntary aided or voluntary controlled schools require additional information (see relevant admissions criteria) in order to apply their oversubscription criteria. This may include completion of a supplementary form or other written evidence, for example, from a minister to demonstrate commitment to religion.
- e. The supplementary form is not a legal application for admission to a school and parents must complete the home local authority application.
- f. Supplementary forms and additional supporting information should be returned to the relevant admission authority before the closing date.

3.3 How applications are processed

- a. Nottinghamshire County Council will collate all applications and exchange information with other admission authorities.
- b. Nottinghamshire County Council will first exchange information about preferences for schools outside of Nottinghamshire with relevant local authorities.
- c. Following receipt of information from other local authorities, Nottinghamshire County Council will then send details of the preferences to other own admission authority schools within Nottinghamshire.
- d. Each admission authority will then apply their published admission oversubscription criteria to all preferences to rank in priority order.
- e. Own admission authority schools within Nottinghamshire will return all preferences in rank order of priority.

- f. Nottinghamshire County Council will identify whether, or not, a place can be offered at a Nottinghamshire school based on the preference and the oversubscription criteria (rank order). Nottinghamshire County Council will inform other local authorities about decisions for their residents and will receive notification from other local authorities whether, or not, any places can be offered to Nottinghamshire residents.

3.4 Provisional offers

- a. Following exchange of offer information with other local authorities, Nottinghamshire County Council will identify all those preferences which can be met.
- b. Where more than one place can be offered for a particular child, Nottinghamshire County Council will provisionally allocate the highest preference and any lower preferences will be withdrawn. This may create vacancies at other schools. The process of information exchange with other local authorities is repeated to ensure the highest preference possible can be allocated for each child.
- c. Nottinghamshire County Council will inform other local authorities about final decisions for their residents and will receive notification from other local authorities about final decisions for Nottinghamshire residents.

3.5 Final offer process

Nottinghamshire County Council will identify an alternative offer for Nottinghamshire residents if it is not possible to meet any of their preferences.

3.6 Informing parents

- a. Nottinghamshire County Council will inform all Nottinghamshire residents on offer day of the outcome of their application. Nottinghamshire residents who applied online using Nottinghamshire County Council's online application system can access their outcome on offer day and an email will be sent, unless the applicant opted to receive a letter. For parents who applied by telephone or by completing a paper application, letters will be posted second class on offer day and no outcomes can be given over the telephone. Children moving out of Nottinghamshire will receive an outcome from the new home local authority. Any parent whose child is refused a school place has the right of appeal to an independent panel for any higher preferences than the allocated place.
- b. Some admission authorities may withdraw a place where parents do not accept the offer within fourteen days. Parents are advised not to decline any offer of a school place until an alternative allocation has been made. For Nottinghamshire residents, Nottinghamshire County Council will not process rejections of school places unless a school place has been secured at an alternative school.

3.7 Waiting lists

- a. **During a normal admissions round** where an application has been refused and the number of applications received is greater than the number of places available, waiting lists will be maintained from offer day.
- b. Children's names are only placed on a waiting list for any school that the parent has ranked higher than the school that has been allocated. If a place is subsequently allocated the child's name will be removed from the waiting list for any lower preferences.

- c. Priority on the waiting list will be decided by reference to the admission oversubscription criteria and not by the date an application was received.
- d. All admission authorities must maintain a waiting list until at least 31 December, as required by the School Admissions Code. For all community and voluntary controlled schools within Nottinghamshire, waiting lists are maintained until 31 May. Being on a waiting list does not mean that a place will eventually become available.

3.8 Late applications – normal admissions rounds only

- a. Applications received from parents after the closing date may be considered by Nottinghamshire County Council as on time, with the agreement of the relevant admission authority and only in the following circumstances:
 - relocation into the area of Nottinghamshire County Council from another local authority area
 - relocation within Nottinghamshire
 - exceptional reasons for missing the closing date, for example, family bereavement, hospitalisation or family trauma.

Information outlining why the application was late, together with evidence of relocation, must be provided by:

- **30 November 2020** for children transferring from primary phase to secondary education and atypical schools
- **10 February 2021** for children starting school for the first time and for children transferring from infant school to junior education.

- b. Late applications and changes to preference order received after the dates outlined above but before **31 August 2021** will be considered after national offer day. This will be after all on time applications have been processed and decisions have been sent to parents. A maximum of 4 preferences can be processed as late on an application at any one time and parents must wait for the outcome for these preferences before making further changes.

Any applications received after **1 September 2021** will be processed as in-year applications (see section 4).

3.9 Applications not received – normal admission rounds only

For known children living in Nottinghamshire **on 31 August 2021** where no application has been received and educational provision elsewhere has not been confirmed for children:

- transferring from infant school to junior education
- transferring from primary phase to secondary education

Nottinghamshire County Council will identify the next closest Nottinghamshire school to the child's home address with an available place and send an offer of a school place.

3.10 PRIMARY COORDINATED SCHEME 2021-2022

This scheme is relevant for children who will be starting primary school for the first time (reception) or transferring from infant (year 2) to junior/primary school (year 3).

Timetable for coordinated admission arrangements		
Stage	Dates	Action
1	From Monday 9 November 2020	Information about applying for a school place available to parents
2	Friday 15 January 2021	Closing date for applications and any supplementary or supporting information, including any special circumstances
3	By Monday 1 February 2021	Exchange of application information between Nottinghamshire County Council and other local authorities for schools in their area
4	By Wednesday 10 February 2021	Nottinghamshire County Council sends application information to own admission authority schools within Nottinghamshire
5	Wednesday 10 February 2021	Last date for exceptional late applications and changes to preference to be received by Nottinghamshire County Council in order for a decision to be made whether the application can be considered as on time. Proof of address to be received where relevant.
6	By Monday 15 March 2021 by 12 noon	Own admission authority schools return all preferences in rank order of priority to Nottinghamshire County Council
7	Between Wednesday 17 March 2021 and Thursday 1 April 2021	Nottinghamshire County Council makes provisional decisions taking into account the ranking of preferences and informs other local authorities of these provisional decisions
8	By Wednesday 7 April 2021	Nottinghamshire County Council informs other local authorities of final allocations
9	By Friday 9 April 2021	Nottinghamshire County Council identifies any Nottinghamshire resident requiring an alternative offer (applicants who applied on time where none of their preferences could be met)
10	Thursday 15 April 2021	Nottinghamshire County Council informs all Nottinghamshire schools of final allocations
11	Friday 16 April 2021	Offers communicated to Nottinghamshire parents including offers on behalf of own admission authority schools and schools within other local authorities. Emails sent to Nottinghamshire parents who applied online and opted to receive an email. Letters are posted second class.
12	Appeals	Primary appeals will begin from May 2021 onwards

3.11 SECONDARY COORDINATED SCHEME 2021-2022

This scheme is relevant for children transferring from primary school (year 6) to secondary school (year 7) or children transferring to an atypical school in year 9 or year 10.

Timetable for coordinated admission arrangements		
Stage	Dates	Action
1	From Monday 10 August 2020	Information about applying for a school place available to parents
2	Saturday 31 October 2020	Closing date for applications and any supplementary or supporting information, including any special circumstances
3	By Wednesday 11 November 2020	Exchange of application information between Nottinghamshire County Council and other local authorities for schools in their area
4	Monday 30 November 2020	Last date for exceptional late applications and changes to preference to be received by Nottinghamshire County Council in order for a decision to be made whether the application can be considered as on time. Proof of address to be received where relevant.
5	By Friday 4 December 2020	Nottinghamshire County Council sends application information to own admission authority schools within Nottinghamshire
6	By Friday 22 January 2021 by 12 noon	Own admission authority schools return all preferences in rank order of priority to Nottinghamshire County Council
7	Between Monday 25 January 2021 and Wednesday 17 February 2021	Nottinghamshire County Council makes provisional decisions taking into account the ranking of preferences and informs other local authorities of these provisional decisions
8	By Friday 19 February 2021	Nottinghamshire County Council informs other local authorities of final allocations
9	By Tuesday 23 February 2021	Nottinghamshire County Council identifies any Nottinghamshire resident requiring an alternative offer (applicants who applied on time where none of their preferences could be met)
10	Friday 26 February 2021	Nottinghamshire County Council informs all Nottinghamshire schools of final allocations
11	Monday 1 March 2021	Offers communicated to Nottinghamshire parents including offers on behalf of own admission authority schools and schools within other local authorities. Emails sent to Nottinghamshire parents who applied online and opted to receive an email. Letters are posted second class.
12	Appeals	Secondary appeals will begin from April 2021 onwards

Section 4 – how in-year applications are processed

Nottinghamshire County Council has an in-year coordinated scheme for all community and voluntary controlled schools. Some own admission authorities have also joined this scheme.

Applications for in-year admissions will be considered in relation to the PAN which applied when the year group was first admitted to the school, also considering infant class size restrictions. Generally, and unless a variation is agreed with the County Council, if places are available within the year group, the child will normally be admitted to the school.

4.1 Introduction

a. **What is an in-year application?**

An application is an in-year application if it is for the admission of a child to a relevant age group, but it is submitted on or after the first day of the first term of the admission year, or if it is for the admission of a child to an age group other than a relevant age group.

In-year applications can be made for children requiring a school place during the school year, rather than at the usual transfer time to school (for example, starting primary school, moving to junior school, moving to secondary school or transferring to year 9/year 10 in a UTC or studio school).

The majority of in-year applications for school places in Nottinghamshire will be dealt with through normal in-year arrangements. However, some children in vulnerable groups may find it difficult to secure a school place. In these cases, applications may be referred to the Lead Officer for Fair Access under the Fair Access Protocol, available at www.nottinghamshire.gov.uk

b. **Fair Access Protocol**

Nottinghamshire County Council's Fair Access Protocol (FAP) works in partnership with schools, parents and carers to ensure that vulnerable and or/hard to place children are allocated a school place as quickly as possible. Referral to fair access is made when a parent of an eligible child has not secured a school place under in-year admission procedures.

4.2 Nottinghamshire's arrangements for in-year applications to Nottinghamshire schools

- a. Nottinghamshire County Council has a well-established in-year scheme for applications for admission to Nottinghamshire community and voluntary controlled schools and some own admission authorities (OAA) have chosen to join this scheme. Details of the schools that have joined this scheme are available on the public website www.nottinghamshire.gov.uk
- b. Applications for Nottinghamshire community and voluntary controlled schools as listed in Section 2 of this document, and schools that have joined the scheme, must be made to Nottinghamshire County Council.

- c. OAAs are able to manage their own applications directly without parents having to apply through a local authority. The School Admissions Code 2021 requires that OAAs must notify the local authority of every application and its outcome as soon as reasonably practicable, but within two school days.
- d. Local authorities must provide information to prospective parents about the places available in all schools within its area. Admission authorities for all school must provide the LA with details of the number of places available at their school. The information should be provided no later than 2 school days following receipt of the LAs request.
- e. For schools outside of Nottinghamshire, parents should contact the relevant local authority. Contact details for neighbouring local authorities can be found in the *Admissions to schools: Guide for parents* available at www.nottinghamshire.gov.uk
- f. Nottinghamshire County Council ensures that the processes for admitting children who have been allocated under in-year arrangements or through the Fair Access Protocol do not lead to unreasonable delay, particularly where a child is otherwise without a place.
- g. The governing body of a community or voluntary controlled school has no power to refuse to admit a child whose admission has been agreed by the local authority.
- h. Admission authorities cannot refuse to admit a child with challenging behaviour where places are available. Governing bodies can refer applications to the local authority for consideration under the provisions of the Fair Access Protocol. Schools should not request information about a child's history of behaviour unless an application meets fair access protocol requirements.
- i. Nottinghamshire County Council may also share information with neighbouring authorities about applicants who live in that local authority area and who apply for a place in one of the schools participating in the scheme. Our neighbouring authorities are Derbyshire, Doncaster, Leicestershire, Lincolnshire, North Lincolnshire, Nottingham City and Rotherham.

4.3 Applying for a place in a Nottinghamshire school

- a. Parents can make applications up to six weeks, or during the preceding school half term, before the date when they would like their child to start at the preferred school. School places cannot be reserved and places are allocated in line with this scheme.
- b. Parents can state up to four preferences on an application for any of the schools participating in the scheme. We recommend that parents use all four preferences, listing them in order starting with the one they would most like their child to attend. Nottinghamshire County Council will not reveal the order of preferences to schools. Applications can be made online, by telephone or by completing an application form. A maximum of 4 preferences can be processed at any one time and parents must wait for the outcome for these preferences before making further changes.
- c. Parents applying for academy, foundation, free, studio, trust, voluntary aided or voluntary controlled schools should check whether any additional supporting information is required. This may be written evidence from a minister to demonstrate commitment to religion. This information enables the admission authority to apply admission oversubscription criteria correctly.
- d. Details of oversubscription criteria for Nottinghamshire schools are available on our website www.nottinghamshire.gov.uk

- e. Applying for a place in year 10 or year 11
Performance and level of achievement/attainment are adversely affected each time a child experiences a transfer to a new school. Avoidable and unnecessary changes should be carefully considered and parents need to be aware of the consequence of moving schools in key groups such as year 10 and year 11.

It may be difficult to find schools that can offer the same courses as the previous school. However, schools are not able to refuse to admit children because they followed a different curriculum at their previous school.

4.4 Timeline for in-year applications

- a. Applications for school places are considered without delay to ensure that every child of school age is allocated a school place.

Stage 1 – Application received (0-5 school days)

Applications are received and processed within weekly admissions rounds with a cut-off point of 5pm on Wednesdays. Any application received after 5pm will be included in the following week's admission round. Details of applications received will be sent to own admission authority schools participating in the scheme for consideration against their oversubscription criteria.

Stage 2 - admission authority considers application (10-15 school days)

OAAAs requested to notify the County Council within 10 school days and by a maximum of 15 school days of the outcome of the application.

Stage 3 - notification of outcome of application (10-15 school days)

Parents notified of the outcome of their decision within 10 school days, and no later than 15 school days. For parents who have applied online, notification of the outcome of their preferences will be made available online. All other applications will be sent an outcome by letter, posted second class.

Stage 4 - children without a school place (16+ school days)

If an offer of a place cannot be met; application may be referred to fair access 4 in line with the requirements of the School Admissions Code 2021.

- b. Admissions will normally be agreed up to the published admission number for the relevant age group. Admission to other age groups cannot be refused on the grounds that the PAN has already been reached. Admission may be refused where the admission of another child would prejudice the provision of efficient education or efficient use of resources.

If there are more applications than places available, the oversubscription criteria will be used to determine which places will be offered. If an application is refused at any school which is listed higher than the one offered, parents are given the right to appeal.

Admission authorities must not refuse to admit a child on behavioural grounds in the normal admissions round, or at any point in the normal year of entry, except for children who have been permanently excluded from two or more schools.

- c. Nottinghamshire County Council will then identify all those preferences that can be met. When a place can be offered at more than one of the schools listed on an application, the County Council will write to offer a place at the highest preferred school where a place is available.

- d. Nottinghamshire County Council will communicate the decision:
- for parents who have applied online, notification of the outcome of their preferences will be made available online
 - for all other applications, notification of the outcome of the application will be sent second class post.
- e. Some admission authorities may withdraw a place where parents do not accept the offer within fourteen days. Parents are advised not to decline any offer of a school place until an alternative allocation has been made.

4.5 Admission to school (taking up the allocated in-year place)

- a. Parents should contact schools directly to arrange a start date and the place must be taken up as quickly as possible, particularly where the child is out of school.
- b. In all cases, places allocated must be taken up by the start of the next half term.
- c. For places allocated in the summer term the child must be on roll at the allocated school before the end of the summer term. If the place is not taken up by the end of the summer term, parents would need to make a new application for the following academic year.
- d. If places are not taken up within these timelines, the offer of a place may be withdrawn.

4.6 Waiting lists

- a. Nottinghamshire County Council, as the admission authority for community and voluntary controlled schools, holds waiting lists for year groups reception to year 5. These are held until 31 May.
- b. If a place becomes available, the place will be allocated to the child on the waiting list who has highest priority within the oversubscription criteria at that time. This will include all applications that have been received requesting a place at that school.
- c. If a place is allocated from the waiting list in the summer term, the child must be admitted to the school before the end of the summer term. If the place is not taken up by the end of the summer term parents would need to make a new application for the following academic year.

ADMISSION ARRANGEMENTS FOR COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS: 2022-2023

Document updated as a result of mandatory requirements of the School Admissions Code 2021 which came into force on 1 September 2021.

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Section 1 - overall procedures and practices (including oversubscription criteria)

The admission arrangements for a school must include information about how applications are considered when there are more applications than places available. In the normal admissions round, if a school is undersubscribed, any parent who applies must be offered a place.

1.1 Key terms

Relevant area

This is the area which the admission authority for the school must consult all other prescribed schools within that area about any proposed changes to its admission arrangements. The area is determined by the local authority and reviewed every two years.

Nottinghamshire County Council reviewed its relevant areas in 2019-2020. These areas are coterminous with the administrative district in which the school or academy is located, that is, Ashfield, Bassetlaw, Broxtowe, Gedling, Mansfield, Newark, Rushcliffe. For schools that have a catchment area or linked school that extends into other district areas the relevant area also includes that area, and/or the neighbouring local authority. For schools giving priority for children living in a parish the relevant area also includes the parish area that the school serves if this crosses into more than one administrative district area and/or other local authority.

Oversubscription criteria

Where there are more applications than places available, the oversubscription criteria are used to decide the priority of applications for school places. The first criterion represents the group of children most likely to get a place at the school. The last criterion represents the group of children least likely to get a place.

Some community and voluntary controlled schools in Nottinghamshire have a variation to the standard oversubscription criteria.

The criteria for each Nottinghamshire community and voluntary controlled school are shown in the tables in paragraph 1.4.

Education, health and care plan (EHCP)

All children with an education, health and care plan that names the school will be admitted. These documents state the education provision required for an individual child.

Looked after and previously looked after children

The School Admissions Code 2021 states that all admission authorities must give highest priority to this group of children and provides the following definition:

A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order). Further references to previously looked after children means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

- *A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.*
- *Children who were adopted under the Adoption Act 1976 and children who were adopted under section 46 of the Adoption and Children Act 2002.*
- *Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).*

Special consideration

Nottinghamshire County Council will consider applications for community and voluntary controlled schools where the application can be supported by written evidence from a doctor, social worker or other relevant professional stating why a particular school is the only school which could cater for the child's particular needs. The evidence must be presented at the time of application.

- For information provided before the closing date for intake applications, the appropriate designated officers will consider each case and decide the allocation of any such place on the basis of written evidence. Where it is agreed that a particular school is the only school that could meet a child's needs, the application will have priority following the allocation of looked after and previously looked after children.
- For information provided after the closing date and for all in-year applications, the appropriate designated officers will consider each case. If it is agreed that a particular school is the only school that could meet a child's needs, the application will have priority after looked after and previously looked after children. If the school is oversubscribed the application will have priority on the waiting list after the initial allocation of places.

Where a request for special consideration is not approved:

- For information provided before the closing date for intake applications, a decision will not be communicated, and the application will be considered in line with the published admission oversubscription criteria.
- For information provided after the closing date and for all in-year applications, a decision based on the evidence provided will be communicated to the applicant.

Home address

The child's place of residence is taken to be the parental home, other than in the case of children fostered by a local authority, where either the parental address or that of a foster parent(s) may be used. If a child's parents live at separate addresses, the address where the child permanently spends at least three 'school' nights (that is, Sunday, Monday, Tuesday, Wednesday or Thursday) will be taken to be the place of residence. Addresses of other relatives or friends will not be considered as the place of residence, even if the child stays there for all or part of the week. Evidence that the child's place of residence is permanent may also be sought and this should prove that the child lived at the address at the time of the application.

Informal arrangements between parents will not be taken into consideration.

Children of UK Service personnel and crown servants

For families of service personnel with a confirmed posting to the area or crown servants returning from overseas to live in the area, Nottinghamshire County Council will use the address at which the child will live when applying the oversubscription criteria, as long as the parent provides some evidence of their intended address. A Unit or quartering address will be used as the child's home address where a parent requests this and evidence, such as an official letter declaring the relocation, is received.

Overseas nationals entering the UK, who wish to apply for a state-funded school place, are advised to check that they have a right of abode (<https://www.gov.uk/right-of-abode>) or that the conditions of their immigration status otherwise permit access to a state-funded school.

Catchment areas

Nottinghamshire community and voluntary controlled schools have a defined catchment area, details of which are available on the public website

<http://www.nottinghamshire.gov.uk/education/school-admissions/school-catchment-areas>

Catchment areas do not prevent parents who live outside the catchment of a particular school from expressing a preference for the school.

Sibling (brother or sister)

- brothers and/or sisters who share the same parent(s)
- a half-brother, half-sister or legally adopted child living at the same address
- a child looked after by a local authority placed in a foster family with other school age children
- a stepchild or children who are not related but live as a family unit, where parents both live at the same address as the child.

Displaced sibling

A child is considered to have been displaced if they applied on time for their Nottinghamshire community catchment area school and they were not allocated under the coordinated scheme as the school was oversubscribed with catchment area children at national offer day. If the older sibling was subsequently offered a place at the community catchment school from the waiting list and this offer was declined, the child will not be considered as displaced and any younger siblings would not be given any additional priority in the oversubscription criteria.

Multiple births (twins, triplets etc)

Where one child of a multiple birth can be admitted through the normal admissions process, the other child/children will also be admitted.

Linked school

In some instances, attending a particular school or having a sibling attending that school, gives an application some priority within the oversubscription criteria for another named school. This is known as a 'linked school' and information about linked schools is available in *Admissions to schools: School information*, available on the County Council's website.

Parent

- the mother of the child
- the father of the child where he was married to the mother either when the child was born or at a later date
- the father of the child if (since 1 December 2003) he was registered as the father on the birth certificate
- an adoptive parent
- any other person who has acquired 'parental responsibility' through the courts; evidence of this may be required
- authorisation may also be given for another person to speak on the parent's behalf.

The person making the application must hold parental responsibility. If those with parental responsibility are unable to agree on the preferences received by Nottinghamshire County Council, it may be necessary for parents to obtain further legal advice. Nottinghamshire County Council will continue to process an application unless legal documentation is provided that states an application cannot be processed. In cases where multiple applications are received for the same child, Nottinghamshire County Council will establish where the child lives for the majority of the time. If agreement is not reached the address held by the child's current provision will be used.

Distance measurement

Within each of the criteria, priority will be given to children who live nearest to the school as the crow flies (by straight line). Distances are measured from the main administrative point at the school campus to an address point (using eastings and northings as defined by Ordnance Survey) to the child's home using the local authority's computerised distance measuring software.

Chuter Ede Primary School only

This school is set on two sites – Balderton and Fernwood villages on the southern edge of Newark. Applications can only be made to Chuter Ede Primary School and not to the individual sites. Applications are considered according to the oversubscription criteria for the school, but distances are measured as the crow flies (by straight line) to a central point between the two sites. The central point is set using coordinates: Easting: 482377.26 and Northing: 351424.85.

Tie breaker

All admission arrangements must include an effective, clear and fair tie-breaker to decide between two applications that cannot otherwise be separated. In the event of two distances being equal Nottinghamshire County Council measures to the next decimal point. If the measurements remain equal, for example children living in the same block of flats, lots will be drawn, and the process will be independently verified.

Waiting lists

For Nottinghamshire community and voluntary controlled schools, children's names will be added to a school's waiting list if they are refused a place. The position on a waiting list is decided by the oversubscription criteria. No reference is made to the date an application has been received or whether a parent has appealed against the decision. If any applications are received that have higher priority within the admission oversubscription criteria, these will be placed higher than applications that may have been on the list for some time. Being on a waiting list does not mean that a place will eventually become available.

If a place becomes available, the place will be allocated at that time, to the child who has highest priority on the waiting list according to the admission oversubscription criteria. This will include all applications that have been received requesting a place at that school where a higher preference has not been met.

For community and voluntary controlled schools, waiting lists are held for admission to year groups reception to year 5 until 31 May. Waiting lists will close on 31 May and parents would need to make a new application for the next academic year.

Alternative offers

Nottinghamshire County Council may identify an alternative offer for Nottinghamshire residents if it is not possible to meet any of their preferences. This ensures that no child is left without a school place. Nottinghamshire County Council may allocate a place at the nearest Nottinghamshire school with places available.

The nearest school is identified by walking distance measured using the County Council's computerised distance measuring software.

For in-year applications, Nottinghamshire County Council will identify Nottinghamshire residents without a school place and an alternative offer will be made in the following circumstances:

- relocation to Nottinghamshire within the last 6 weeks, or
- moving house within Nottinghamshire within the last 6 weeks

and in all cases the child's current/previous school is more than 2 miles from the home address for children aged under 8 years of age and 3 miles from the home address for children aged 8 years and over.

Applicants may be required to provide confirmation that the child is resident in the County.

Withdrawing an offer of a place

An offer of a place may only be withdrawn if it has been offered in error, a parent has not responded within a reasonable period of time, or it is established that the offer was obtained through a fraudulent or intentionally misleading application.

Fraudulent or misleading information

Where an offer of a place is found to be based on fraudulent or intentionally misleading information provided on the application, and this effectively denied a place to a child with higher priority for the place at the school, the offer of a place may be withdrawn.

Where the allocation has been withdrawn, the application will be reconsidered and the usual statutory right of appeal will be made available if a place is subsequently refused.

Nottinghamshire County Council will check the home address on any applications where there are doubts about the information provided.

Infant class sizes

The School Admissions (Infant Class Sizes) (England) Regulations 2012 permit children to be admitted as exceptions to the infant class size limit. Section 1 of the SSFA 1998 limits the size of an infant class (that is, a class in which the majority of children will reach the age of five, six or seven during the school year) to 30 pupils per school teacher. The School Admissions Code 2021 (2.16) states that additional children **may** be admitted under limited exceptional circumstances.

These children will remain as 'excepted pupils' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit.

For late applications for reception processed after 19 April 2022 (offer day) and before 31 August 2022 and for all in-year applications for reception to year 2, Nottinghamshire County Council will also consider whether the limited exceptional circumstances could apply. A child who falls into any of these categories will not automatically be admitted as an excepted child.

Appeals

When an application for a school is refused, the parent has a right to appeal to an independent appeal panel. Parents are informed of this when they receive their outcome and to lodge an appeal for community and voluntary controlled schools, parents should contact Nottinghamshire County Council. Further information is available at www.nottinghamshire.gov.uk

Repeat applications will not be considered for the same school in the same school year unless there has been a significant and material change in the circumstances of the application or those of the school.

A significant and material change in circumstances is something that alters the decision already made. A house move may not necessarily be considered a substantial change and will not give a further right of appeal.

National offer day

This is the day each year on which local authorities are required to send the offer of a school place to all parents in their area.

- For secondary pupils, offers are sent out by the home local authority on 1 March
- For primary pupils, offers are sent out by the home local authority on 16 April.

These dates are relevant to all on-time applications in the primary and secondary coordinated admissions rounds. If offer day falls on a non-working day, information will be sent on the next working day.

1.2 Starting school

Compulsory school age

A child reaches compulsory school age on the prescribed day following their fifth birthday. The prescribed days are 31 December, 31 March and 31 August. Children must be attending school the term following their fifth birthday.

Deferred entry to school

All children can start school full time in reception in the September following their fourth birthday. However, parents can request that the date their child is admitted to school is deferred until later in the school year 2022-2023, or until the term in which the child reaches compulsory school age within this year. The school year is also referred to as the 'academic year'.

Parents can request that their child takes up the place part-time until the child reaches compulsory school age within the 2022-2023 school year. Parents must ensure that they apply for a school place before the closing date of 15 January 2022, if they want their child to start in the reception class. Requests should be made to the allocated school.

Delaying admission (summer born children)

The parents of a **summer born child** (born between 1 April and 31 August) may choose not to send their child to school until the September following their fifth birthday. Typically, this means their child will start school in year 1, forfeiting reception. If a parent wishes to delay their child's admission to school until compulsory school age, and wants their child to be admitted to reception, the parent must request that the child is admitted out of the normal age group – to reception rather than year 1. Parents should discuss the request with the headteacher of the each of their preferred schools.

Nottinghamshire County Council, as the admission authority for community and voluntary controlled schools, is responsible for making the decision about which year group a child should be admitted to and designated officers will consider the circumstances of each case, the child concerned and take account of the views of the headteacher. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, the child's medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were for not being born prematurely.

Requesting a delayed admission

Parents considering delaying their child's admission should submit their request for community and voluntary controlled schools in Nottinghamshire to Nottinghamshire County Council's school admissions team. This request should be made alongside the formal application for a school place that is made to the child's home local authority by the closing date (15 January for reception age/year 3 places; 31 October for secondary school places).

- Where a request to delay admission is agreed, the child's application will be processed as part of the main admission round
- If a request is not agreed, parents can continue with an application for a reception school place at the normal time, or delay admission until compulsory school age and apply for a place in year 1.

In all cases, the application will be considered on the basis of the determined admission arrangements only.

For requests submitted before the national closing date for applications, parents will be notified of the admission authority's decision on whether the request to delay has been agreed before National Offer Day (16 April for reception age pupil/year 3 places; 1 March for secondary school places).

Admission of children outside the normal age group

Parents may seek a place for their child outside the normal age group, for example if the child is gifted and talented, has experienced ill health or is a summer born child wishing to start school in reception instead of year 1. This is not limited to applications for those starting school for the first time but includes children moving from infant to junior/primary schools and from primary to secondary schools.

When parents are told the decision about the year group to which the child should be admitted, they will also be given reasons for the decision. Where it is agreed that a child will be admitted out of the normal age group and, as a consequence of that decision, the child will be admitted to an intake age group (for example, reception), the County Council will process the application as part of the main admissions round, unless the request was submitted after the closing date and it is too late for this to be possible. Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school, but it is not in their preferred age group.

1.3 Relevant legislation

Nottinghamshire County Council complies with the regulations and legislation set out in the School Admissions Code 2021 and the School Admission Appeals Code 2012, including:

- Equality Act 2010
- Human Rights Act 1998
- School Standards and Framework Act 1998

1.4 Oversubscription criteria for Nottinghamshire community and voluntary controlled schools

If there are more applications than places available, the oversubscription criteria will be used to determine how places are allocated. The first criterion represents the group of children most likely to get a place at the school; the last criterion represents the group of children least likely to get a place.

The oversubscription criteria for community and voluntary controlled schools in Nottinghamshire are presented in 8 tables. Each table shows the determined admission arrangements for 2022-2023,

1.4A	Standard reception criteria for infant and primary schools
1.4B	Variation to standard criteria for infant and primary schools with a faith criterion
1.4C	All Hallows CofE Primary School (Gedling) - variation to include faith
1.4D	St Wilfrid's CofE Primary School (Gedling) - variation to include faith
1.4E	Trowell CofE Primary School (Broxtowe) - variation to include faith
1.4F	Standard junior/primary criteria – intake at year 3
1.4G	Variation to standard criteria for junior/primary schools with an intake at year 3
1.4H	Lowe's Wong Anglican Methodist Junior School (Newark) – variation to include faith

1.4A

STANDARD RECEPTION CRITERIA: INFANT AND PRIMARY SCHOOLS 2022-2023

1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school **and children who do not live in the catchment area at the closing date for application and who, at the time of admission will have a brother or sister attending the school or the linked junior/primary school who was displaced as their Nottinghamshire community catchment area school was oversubscribed at the national offer day for first admission to school**
3. Other children who live in the catchment area at the closing date for applications
4. Children who live outside the catchment area who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school
5. Children who live outside the catchment area

School names

Abbey Gates Primary School

Abbey Hill Primary and Nursery School

Abbey Primary School

Albany Infant and Nursery School

Annesley Primary and Nursery School

Arnold Mill Primary and Nursery School

Arnold View Primary School

Arnold Woodthorpe Infant School

Asquith Primary School

Bagthorpe Primary School

Beardall Fields Primary and Nursery School

Beckingham Primary School

Berry Hill Primary School

Blidworth Oaks Primary School

Bramcote Hills Primary School

Brierley Forest Primary and Nursery School

Brinsley Primary and Nursery School

Bunny CofE Primary School

Butler's Hill Infant and Nursery School

Carnarvon Primary School

Carr Hill Primary and Nursery School

Church Vale Primary School and Foundation Unit

Chuter Ede Primary School

Clarborough Primary School

Coddington CofE Primary and Nursery School

Coppice Farm Primary School
Costock CofE Primary School
Crescent Primary School
Croft Primary School
Dalestorth Primary and Nursery School
Dunham-on-Trent CofE Primary School
East Markham Primary School
Edgewood Primary and Nursery School
Elkesley Primary and Nursery School
Everton Primary School
Farmilo Primary School and Nursery
Forest Town Primary School
Gateford Park Primary School
Gotham Primary School
Greasley Beauvale Primary School
Hallcroft Infant and Nursery School
Hawthorne Primary and Nursery School
Healdswood Infants and Nursery School
Heatherley Primary School
Heathlands Primary School
Hetts Lane Infant and Nursery School
High Oakham Primary School
Holgate Primary and Nursery School
Holly Hill Primary and Nursery School
Holly Primary School
Intake Farm Primary School
Jacksdale Primary and Nursery School
James Peacock Infant and Nursery School
Jesse Gray Primary School
John Blow Primary School
John Clifford Primary School
John Hunt Primary School
John T Rice Infant and Nursery School
King Edward Primary and Nursery School
King Edwin Primary and Nursery School
Kingsway Primary School
Kinoulton Primary School

Kirklington Primary School
Lady Bay Primary School
Lake View Primary and Nursery School
Lambley Primary School
Langar CofE Primary School
Lantern Lane Primary and Nursery School
Lawrence View Primary and Nursery School
Leen Mills Primary School
Lovers Lane Primary and Nursery School
Lowe's Wong Infant School
Manor Park Infant and Nursery School
Mapperley Plains Primary and Nursery School
Mattersey Primary School
Maun Infant and Nursery School
Misson Primary School
Misterton Primary and Nursery School
Morven Park Primary and Nursery School
Mount CofE Primary and Nursery School
Muskham Primary School
Netherfield Infant School
Nettleworth Infant and Nursery School
Newstead Primary and Nursery School
Normanton-on-Soar Primary School
North Clifton Primary School
Northfield Primary and Nursery School
Norwell CofE Primary School
Orchard Primary School and Nursery
Ordsall Primary School
Orston Primary School
Phoenix Infant and Nursery School
Pinewood Infant and Nursery School
Priestsic Primary and Nursery School
Prospect Hill Infant and Nursery School
Queen Eleanor Primary School
Radcliffe-on-Trent Infant and Nursery School
Rampton Primary School
Ramsden Primary School

Ravenshead CofE Primary School
Redlands Primary and Nursery School
Round Hill Primary School
Selston CofE Infant and Nursery School
Sir Edmund Hillary Primary and Nursery School
Springbank Primary School
St Augustine's School
St Edmund's CofE Primary School
Standhill Infants' School
Stanhope Primary and Nursery School
Sutton Bonington Primary School
Sutton-on-Trent Primary and Nursery School
Sutton Road Primary School
The Lanes Primary School
Toton Banks Road Infant and Nursery School
Trent Vale Infant School
Underwood Church of England Primary School
Wadsworth Fields Primary School
Walesby CofE Primary School
Walkeringham Primary School
West Bridgford Infant School
Westdale Infant School
Westwood Infant and Nursery School
William Lilley Infant and Nursery School
Willoughby Primary School
Willow Brook Primary School
Woodland View Primary School
Wynndale Primary School

1.4B**VARIATION TO STANDARD RECEPTION CRITERIA:
INFANT AND PRIMARY SCHOOLS – FAITH CRITERIA 2022-2023**

1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school **and children who do not live in the catchment area at the closing date for application and who, at the time of admission, will have a brother or sister attending the school or the linked/junior primary school who was displaced as their Nottinghamshire community catchment area school was oversubscribed at the national offer day for first admission to school**
3. Other children who live in the catchment area at the closing date for applications
4. Children who live outside the catchment and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school
5. Children who live outside the catchment area and whose parent attends the relevant church/churches*
6. Children who live outside the catchment area

*Relevant churches are detailed below. Supporting evidence from the appropriate minister must be provided to confirm attendance. Attendance at church is defined as having attended the recognised place of worship for at least twice a month for a minimum period of one year immediately prior to the date of application (including week-day worship).

In the event that during the period specified for attendance at worship the church or other recognised place of worship has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admission arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.

**If a church is not named, supporting information must be provided to confirm regular attendance. Attendance at church is defined as having attended the recognised place of worship for at least twice a month for a minimum period of one year at a Christian church that is a member of Churches Together in England or the Evangelical Alliance (www.cte.org.uk or www.eauk.org) immediately prior to the date of application.

School name	Relevant church/churches
Caunton Dean Hole CofE Primary School	St Andrew's Church, Caunton
Cuckney CofE Primary School	St Mary's Church, Cuckney or St Winifred's, Holbeck
Kneesall CofE Primary School	**
North Wheatley Church of England Primary School	**
Ranby CofE Primary School	All Saints Church, Babworth or St Martin's Church, Ranby
St Andrew's CofE Primary and Nursery School	**
St John's CofE Primary School	**
St Matthew's CofE Primary	**

1.4C

**ALL HALLOWS CofE PRIMARY SCHOOL (GEDLING) - FAITH CRITERIA
VARIATION TO STANDARD RECEPTION CRITERIA 2022-2023**

1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who live in the catchment area at the closing date for applications and who have a brother or sister attending the school at the time of admission **and** *children who do not live in the catchment area at the closing date for application and who, at the time of admission, will have a brother or sister attending the school who was displaced as their Nottinghamshire community catchment school was oversubscribed at the national offer day for first admission to school*
3. Children who live in the catchment area at the closing date for applications where the parent or child has regularly worshipped at All Hallows, Gedling or St Paul's, Carlton
4. Children who live in the catchment area at the closing date for applications where the parent or child has regularly worshipped at another Christian Church that is a member of Churches Together in England or the Evangelical Alliance
5. Children who live in the catchment area at the closing date for applications, where the parent or child has regular involvement with another faith through a recognised place of worship
6. Children who live in the catchment area
7. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school
8. Other children

Supporting evidence from the appropriate minister must be provided to confirm attendance.

Attendance at church is defined as having attended the recognised place of worship, for at least twice a month for a minimum period of one year (including week-day worship) immediately prior to the date of application, at a Christian church that is a member of Churches Together in England or the Evangelical Alliance (www.cte.org.uk or www.eauk.org)

Attendance at other recognised places of worship must confirm that the parent or child has attended at least twice a month for a minimum period of one year (including week-day worship) immediately prior to the date of application.

In the event that during the period specified for attendance at worship the church or other recognised place of worship has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admission arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.

1.4D

**ST WILFRID'S COFE PRIMARY SCHOOL (GEDLING) - FAITH CRITERIA
VARIATION TO STANDARD RECEPTION CRITERIA 2022-2023**

1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school **and** *children who do not live in the catchment area at the closing date for application and who, at the time of admission, will have a brother or sister attending the school who was displaced as their Nottinghamshire community catchment school was oversubscribed at the national offer day for first admission to school*
3. Children who live in the catchment area and have a parent who has attended a church service* at least twice a month for a minimum period of one year immediately prior to the date of application, or where the child has attended a church service* with an adult member of their immediate family at least twice a month for a minimum period of one year immediately prior to the date of application
4. Other children who live in the catchment area
5. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school
6. Children who live outside the catchment area and have a parent who has attended a church service* at least twice a month for a minimum period of one year immediately prior to the date of application, or where the child has attended a church service* with an adult member of their immediate family at least twice a month for a minimum period of one year immediately prior to the date of application
7. Other children who live outside the catchment area

*Church service includes attendance at a) the Church of England or b) a church which is a member of the Churches Together in England. Information from the appropriate minister confirming attendance must be provided with the application.

In the event that during the period specified for attendance at worship the church or other recognised place of worship has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admission arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.

1.4E

**TROWELL COFE PRIMARY SCHOOL (BROXTOWE) - FAITH CRITERIA
VARIATION TO STANDARD RECEPTION CRITERIA 2022-2023**

1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school **and** *children who do not live in the catchment area at the closing date for application and who, at the time of admission, will have a brother or sister attending the school who was displaced as their Nottinghamshire community catchment school was oversubscribed at the national offer day for first admission to school*
3. Other children who live in the catchment area at the closing date for applications
4. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school
5. Children who live outside the catchment area where a parent is involved with St Helen's Church*
6. Children who live outside the catchment area where a parent is involved with other named Anglican churches or those churches affiliated with Churches Together in England or the Evangelical Alliance*
7. Other children who live outside the catchment area

*Supporting information from a minister will be required to confirm involvement with the relevant church. Regular involvement means attendance at church services at least twice a month for a minimum period of one year immediately prior to the date of application.

In the event that during the period specified for attendance at worship the church or other recognised place of worship has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admission arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.

1.4F	STANDARD JUNIOR/PRIMARY CRITERIA: YEAR 3 ADMISSIONS FROM A LINKED INFANT SCHOOL 2022-2023
<ol style="list-style-type: none"> 1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. 2. Children who attend the linked infant school at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked infant school 3. Other children who attend the linked infant school at the closing date for applications 4. Children who live in the catchment area at the closing date for applications, who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school 5. Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school 6. Children who live outside the catchment area and who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school 7. Children who live outside the catchment area 	
School names	
Albany Junior School	
Arno Vale Junior School	
Beeston Rylands Junior School	
Broomhill Junior School	
Carr Hill Primary and Nursery School	
Eastlands Junior School (Welbeck Federation of Schools)	
Eskdale Junior School	
Jacksdale Primary and Nursery School	
Leas Park Junior School	
Newlands Junior School	
Priory Junior School	
Prospect Hill Junior School	
Radcliffe-on-Trent Junior School	
Sherwood Junior School	
West Bridgford Junior School	
Woodland View Primary School	

1.4G	VARIATION TO STANDARD JUNIOR/PRIMARY CRITERIA: YEAR 3 INTAKE 2022-2023
<ol style="list-style-type: none"> 1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. 2. Children who live in the catchment area at the closing date for applications and attend the linked infant school and who, at the time of admission, will have a brother or sister attending the school or the linked infant school 3. Other children who live in the catchment area at the closing date for applications and attend the linked infant school 4. Children who live in the catchment area at the closing date for applications who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school 5. Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school 6. Children who live outside the catchment area but attend the linked infant school and who, at the time of admission, will have a brother or sister attending the school or the linked infant school 7. Children who live outside the catchment area but attend the linked infant school 8. Children who live outside the catchment area and who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school 9. Other children 	
School name	
Bagthorpe Primary School	
St Peter's CofE Junior School	
Toton Bispham Drive Junior School	

1.4H

**LOWE'S WONG ANGLICAN METHODIST JUNIOR SCHOOL (NEWARK) - FAITH
CRITERION 2022-2023
VARIATION TO STANDARD JUNIOR/PRIMARY CRITERIA**

1. Looked after children and previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who attend the linked infant school at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked infant school.
3. Other children who attend the linked infant school at the closing date for applications.
4. Children who live in the catchment area at the closing date for applications, who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school.
5. Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school.
6. Children who live outside the catchment area and who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school.
7. Children who live outside the catchment area but whose parent attends the relevant church/churches**.
8. Children who live outside the catchment area.

**Supporting information must be provided to confirm regular attendance at church services at least twice a month for a minimum period of one year immediately prior to the date of application at a Christian church that is a member of Churches Together in England or the Evangelical Alliance (www.cte.org.uk or www.eauk.org) .

In the event that during the period specified for attendance at worship the church or other recognised place of worship has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admission arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.

Section 2 – published admission numbers (PAN) 2022-2023

All schools are required to have a published admission number. This is the number of pupils each school can admit. For Nottinghamshire community and voluntary controlled schools, the published numbers are listed by district in the following section. Own admission authority schools are not included.

2.1 – Ashfield district

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Abbey Hill Primary and Nursery School	45	
Annesley Primary and Nursery School	30	
Bagthorpe Primary School	15	15
Beardall Fields Primary and Nursery School	60	
Brierley Forest Primary and Nursery School	60	
Broomhill Junior School		75
Butler's Hill Infant and Nursery School	75	
Croft Primary School	60	
Dalestorth Primary and Nursery School	45	
Edgewood Primary and Nursery School	45	
Healdswood Infants' and Nursery School	60	
Holgate Primary and Nursery School	60	
Holly Hill Primary and Nursery School	50	
Jacksdale Primary and Nursery School	25	20
Kingsway Primary School	60	
Leen Mills Primary School	60	
Morven Park Primary and Nursery School	60	
Orchard Primary School and Nursery	45	
Priestsic Primary and Nursery School	60	
Selston CofE Infant and Nursery School	25	
St Andrew's CofE Primary and Nursery School	45	
Underwood Church of England Primary School	25	
Westwood Infant and Nursery School	20	
Woodland View Primary School	30	35

Published admission number changes are *highlighted*. The published admission number (PAN) determined for 2021-2022 is in brackets.

2.2 – Bassetlaw district

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Beckingham Primary School	15	
Carr Hill Primary and Nursery School	45	45
Clarbrough Primary School	30	
Cuckney CofE Primary School	20	
Dunham-on-Trent CofE Primary School	15	
East Markham Primary School	30	
Elkesley Primary and Nursery School	15	
Everton Primary School	15	
Gateford Park Primary School	30	
Hallcroft Infant and Nursery School	45	
Mattersey Primary School	10	
Misson Primary School	20	
Misterton Primary and Nursery School	30	
North Wheatley Church of England Primary School	20	
Ordsall Primary School	90	
Prospect Hill Infant and Nursery School	60	
Prospect Hill Junior School		60
Rampton Primary School	15	
Ramsden Primary School	30	
Ranby CofE Primary School	15	
Redlands Primary and Nursery School	60	
Sir Edmund Hillary Primary and Nursery School	60	
St Augustine's School	60	
St Matthew's CofE Primary	10	
Walkeringham Primary School	8	

Published admission number changes are *highlighted*. The published admission number (PAN) determined for 2021-2022 is in brackets.

2.3 – Broxtowe district

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Albany Infant and Nursery School	60	
Albany Junior School		60
Beeston Rylands Junior School		50
Bramcote Hills Primary School	60	
Brinsley Primary and Nursery School	30	
Eskdale Junior School		70
Greasley Beauvale Primary School	55	
John Clifford Primary School	60	
Lawrence View Primary and Nursery School	30	
Round Hill Primary School	75	
Springbank Primary School	30	
St John's CofE Primary School	15	
The Lanes Primary School	90	
Toton Banks Road Infant and Nursery School	60	
Toton Bispham Drive Junior School		60
Trent Vale Infant School	50	
Trowell CofE Primary School	30	
Wadsworth Fields Primary School	50	
William Lilley Infant and Nursery School	60	

Published admission number changes are *highlighted*. The published admission number (PAN) determined for 2021-2022 is in brackets.

2.4 – Gedling district

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Abbey Gates Primary School	30	
All Hallows CofE Primary School	30	
Arno Vale Junior School		60
Arnold Mill Primary and Nursery School	45	
Arnold View Primary School	45	
Arnold Woodthorpe Infant School	60	
Coppice Farm Primary School	30	
Hawthorne Primary and Nursery School	30	
Lambley Primary School	30	
Manor Park Infant and Nursery School	60	
Mapperley Plains Primary and Nursery School	45	
Newstead Primary and Nursery School	20	
Phoenix Infant and Nursery School	60	
Pinewood Infant and Nursery School	60	
Priory Junior School		60
St Wilfrid's CofE Primary School	30	
Standhill Infants' School	45	
Stanhope Primary and Nursery School	60	
Westdale Infant School	60	

Published admission number changes are *highlighted*. The published admission number (PAN) determined for 2021-2022 is in brackets.

2.5 – Mansfield district

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Abbey Primary School	60	
Asquith Primary School	45	
Berry Hill Primary School	60	
Church Vale Primary School and Foundation Unit	30	
Crescent Primary School	60	
Eastlands Junior School (Welbeck Federation of Schools)		40
Farmilo Primary School and Nursery	45	
Forest Town Primary School	60	
Heatherley Primary School	45	
Heathlands Primary School	25	
Hetts Lane Infant and Nursery School	60	
High Oakham Primary School	60	
Holly Primary School	40	
Intake Farm Primary School	30	
John T Rice Infant and Nursery School	50	
King Edward Primary and Nursery School	60	
Leas Park Junior School		70
Netherfield Infant School	40	
Nettleworth Infant and Nursery School	70	
Newlands Junior School		60
Northfield Primary and Nursery School	60	
Sherwood Junior School		60
St Edmund's CofE Primary School	30	
Sutton Road Primary School	90	
Wynndale Primary School	30	

Published admission number changes are *highlighted*. The published admission number (PAN) determined for 2021-2022 is in brackets.

2.6 – Newark district

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Blidworth Oaks Primary School	45	
Caunton Dean Hole CofE Primary School	8	
Chuter Ede Primary School	90	
Coddington CofE Primary and Nursery School	60	
John Blow Primary School	30	
John Hunt Primary School	60	
King Edwin Primary and Nursery School	60	
Kirklington Primary School	15	
Kneesall CofE Primary School	15	
Lake View Primary and Nursery School	30	
Lovers Lane Primary and Nursery School	30	
Lowe's Wong Infant School	70	
Lowe's Wong Anglican Methodist Junior		100
Maun Infant and Nursery School	60	
Mount CofE Primary and Nursery School	30	
Muskham Primary School	30	
North Clifton Primary School	8	
Norwell CofE Primary School	10	
Queen Eleanor Primary School	10	
Ravenshead CofE Primary School	60	
Sutton-on-Trent Primary and Nursery School	20	
Walesby CofE Primary School	20	

Published admission number changes are *highlighted*. The published admission number (PAN) determined for 2021-2022 is in brackets.

2.7 – Rushcliffe district

Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Bunny CofE Primary School	15	
Carnarvon Primary School	70	
Costock CofE Primary School	15	
Gotham Primary School	30	
James Peacock Infant and Nursery School	90	
Jesse Gray Primary School	60	
Kinoulton Primary School	20	
Lady Bay Primary School	60	
Langar CofE Primary School	15	
Lantern Lane Primary and Nursery School	60	
Normanton-on-Soar Primary School	15	
Orston Primary School	25	
Radcliffe-on-Trent Infant and Nursery School	90	
<i>Radcliffe-on-Trent Junior School</i>		90 (70)
St Peter's Cof E Junior School		90
Sutton Bonington Primary School	30	
West Bridgford Infant School	81	
West Bridgford Junior School		85
Willoughby Primary School	7	
Willow Brook Primary School	30	

Published admission number changes are *highlighted*. The published admission number (PAN) determined for 2021-2022 is in brackets.

Section 3 - qualifying scheme: how we coordinate the arrangements for the admission of pupils to primary and secondary schools in Nottinghamshire

The scheme is for admission at the normal time, for example starting primary school, moving to junior school, moving to secondary school or transferring to a school with an atypical age of admission.

3.1 Introduction

- a. This section outlines how Nottinghamshire County Council coordinates arrangements for admissions to all maintained schools and academies. Coordinated schemes are intended to simplify the admission process for parents whilst reducing the likelihood of any child being left without a school place. Coordination helps to ensure that, as far as is reasonably practicable, every parent of a child living in a local authority area who has applied to a maintained school or academy school is sent one, and only one, offer of a school place by the local authority where they live (the home authority).
- b. Atypical schools are those which admit children at the beginning of the key stage 4 or the preceding year (that is, year 9 or year 10). All local authorities must inform parents of pupils that they may apply in the offer year to be admitted to the relevant age group of a school with an atypical age. Nottinghamshire does not have any schools of this type but coordinates admission applications for Nottinghamshire residents wishing to apply for schools outside the area.
- c. Children do not automatically transfer to reception from early years provision or nursery and parents must apply for a school place. Similarly, children attending an infant school do not automatically transfer to the junior/primary phase of education and parents must make an application.
- d. Parents of children who live in Nottinghamshire can state up to four preferences for any maintained school or academy school, either in Nottinghamshire (home authority) or any other school in another local authority area.
- e. Where other local authority areas enable parents living in that area to submit more than four preferences, Nottinghamshire County Council will not accept more than four preferences for Nottinghamshire schools.
- f. Nottinghamshire County Council's coordinated scheme is relevant for:
 - children starting school for the first time (reception intake)
 - children transferring from infant school to junior education (Y3 intake)
 - children transferring from primary phase to secondary education (Y7 intake)
 - children applying to transfer to a school with an atypical age of admission, e.g. studio schools or university technology colleges (UTCs) (Y9/Y10 intake).

These are known as 'normal admissions rounds'.

- g. In all other cases, applications for admission are known as 'in-year admissions' and these are described in section 4.

- h. Nottinghamshire County Council will work with other local authorities and all other own admission authority schools. Our neighbouring local authorities are: Derbyshire, Doncaster, Leicestershire, Lincolnshire, North Lincolnshire, Nottingham City and Rotherham.
- i. Nottinghamshire residents will receive a decision about a place only from Nottinghamshire County Council.
- j. All offers of a place by Nottinghamshire County Council during the normal admissions round will be made as shown in the timetables outlined in this scheme.

3.2 Applying for a school place

- a. Parents of children who live in Nottinghamshire and make an application for admission to any school must apply to Nottinghamshire County Council. Parents can apply online, by telephone or by completing a paper application form.
- b. Parents of children living in another country or posted overseas that are moving/returning to England/the UK to live within the Nottinghamshire area may submit an application. This will be considered as an intention to move/return to the area and will be coordinated alongside other applications in line with Nottinghamshire County Council's coordinated process.
- c. All other applicants must apply to their home local authority (the area where they live).
- d. Parents will be invited to state up to **four** preferences in the order they most prefer and give reasons for those preferences. Preference order will not be revealed to other admission authorities. Parents should include any additional information the admission authority may need in order to consider their preferences fully.
- d. Some academy, foundation, free, studio, trust, voluntary aided or voluntary controlled schools require additional information (see relevant admissions criteria) in order to apply their oversubscription criteria. This may include completion of a supplementary form or other written evidence, for example, from a minister to demonstrate commitment to religion.
- e. The supplementary form is not a legal application for admission to a school and parents must complete the home local authority application.
- f. Supplementary forms and additional supporting information should be returned to the relevant admission authority before the closing date.

3.3 How applications are processed

- a. Nottinghamshire County Council will collate all applications and exchange information with other admission authorities.
- b. Nottinghamshire County Council will first exchange information about preferences for schools outside of Nottinghamshire with relevant local authorities.
- c. Following receipt of information from other local authorities, Nottinghamshire County Council will then send details of the preferences to other own admission authority schools within Nottinghamshire.

- d. Each admission authority will then apply their published admission oversubscription criteria to all preferences to rank in priority order.
- e. Own admission authority schools within Nottinghamshire will return all preferences in rank order of priority.
- f. Nottinghamshire County Council will identify whether, or not, a place can be offered at a Nottinghamshire school based on the preference and the oversubscription criteria (rank order). Nottinghamshire County Council will inform other local authorities about decisions for their residents and will receive notification from other local authorities whether, or not, any places can be offered to Nottinghamshire residents.

3.4 Provisional offers

- a. Following exchange of offer information with other local authorities, Nottinghamshire County Council will identify all those preferences which can be met.
- b. Where more than one place can be offered for a particular child, Nottinghamshire County Council will provisionally allocate the highest preference and any lower preferences will be withdrawn. This may create vacancies at other schools. The process of information exchange with other local authorities is repeated to ensure the highest preference possible can be allocated for each child.
- c. Nottinghamshire County Council will inform other local authorities about final decisions for their residents and will receive notification from other local authorities about final decisions for Nottinghamshire residents.

3.5 Final offer process

Nottinghamshire County Council will identify an alternative offer for Nottinghamshire residents if it is not possible to meet any of their preferences.

3.6 Informing parents

- a. Nottinghamshire County Council will inform all Nottinghamshire residents on offer day of the outcome of their application. Nottinghamshire residents who applied online using Nottinghamshire County Council's online application system can access their outcome on offer day and an email will be sent, unless the applicant opted to receive a letter. For parents who applied by telephone or by completing a paper application, letters will be posted second class on offer day and no outcomes can be given over the telephone. Children moving out of Nottinghamshire will receive an outcome from the new home local authority. Any parent whose child is refused a school place has the right of appeal to an independent panel for any higher preferences than the allocated place.
- b. Some admission authorities may withdraw a place where parents do not accept the offer within fourteen days. Parents are advised not to decline any offer of a school place until an alternative allocation has been made. For Nottinghamshire residents, Nottinghamshire County Council will not process rejections of school places unless a school place has been secured at an alternative school.

3.7 Waiting lists

- a. **During a normal admissions round** where an application has been refused and the number of applications received is greater than the number of places available, waiting lists will be maintained from offer day.
- b. Children's names are only placed on a waiting list for any school that the parent has ranked higher than the school that has been allocated. If a place is subsequently allocated the child's name will be removed from the waiting list for any lower preferences.
- c. Priority on the waiting list will be decided by reference to the admission oversubscription criteria and not by the date an application was received.
- d. All admission authorities must maintain a waiting list until at least 31 December, as required by the School Admissions Code 2021. For all community and voluntary controlled schools within Nottinghamshire, waiting lists are maintained until 31 May. Being on a waiting list does not mean that a place will eventually become available.

3.8 Late applications – normal admissions rounds only

- a. Applications received from parents after the closing date may be considered by Nottinghamshire County Council as on time, with the agreement of the relevant admission authority and only in the following circumstances:
 - relocation into the area of Nottinghamshire County Council from another local authority area
 - relocation within Nottinghamshire
 - exceptional reasons for missing the closing date, for example, family bereavement, hospitalisation or family trauma.

Information outlining why the application was late, together with evidence of relocation, must be provided by:

- **29 November 2021** for children transferring from primary phase to secondary education and atypical schools
 - **8 February 2022** for children starting school for the first time and for children transferring from infant school to junior education.
- b. Late applications and changes to preference order received after the dates outlined above but before **31 August 2022** will be considered after national offer day. This will be after all on time applications have been processed and decisions have been sent to parents. A maximum of 4 preferences can be processed as late on an application at any one time and parents must wait for the outcome for these preferences before making further changes.

Any applications received after **1 September 2022** will be processed as in-year applications (see section 4).

3.9 Applications not received – normal admission rounds only

For known children living in Nottinghamshire **on 31 August 2022** where no application has been received and educational provision elsewhere has not been confirmed for children:

- transferring from infant school to junior education
- transferring from primary phase to secondary education

Nottinghamshire County Council will identify the closest Nottinghamshire school to the child's home address with an available place and send an offer of a school place.

3.10 PRIMARY COORDINATED SCHEME 2022-2023

This scheme is relevant for children who will be starting primary school for the first time (reception) or transferring from infant (year 2) to junior/primary school (year 3).

Timetable for coordinated admission arrangements		
Stage	Dates	Action
1	From Monday 8 November 2021	Information about applying for a school place available to parents
2	Saturday 15 January 2022	Closing date for applications and any supplementary or supporting information, including any special circumstances
3	Monday 31 January 2022	Exchange of application information between Nottinghamshire County Council and other local authorities for schools in their area
4	Tuesday 8 February 2022	Last date for exceptional late applications and changes to preference to be received by Nottinghamshire County Council in order for a decision to be made whether the application can be considered as on time. Proof of address to be received where relevant.
5	By Wednesday 9 February 2022	Nottinghamshire County Council sends application information to own admission authority schools within Nottinghamshire
6	By Monday 14 March 2022 by 12 noon	Own admission authority schools return all preferences in rank order of priority to Nottinghamshire County Council
7	Between Wednesday 16 March 2022 and Friday 1 April 2022	Nottinghamshire County Council makes provisional decisions taking into account the ranking of preferences and informs other local authorities of these provisional decisions
8	By Wednesday 6 April 2022	Nottinghamshire County Council informs other local authorities of final allocations
9	By Friday 8 April 2022	Nottinghamshire County Council identifies any Nottinghamshire resident requiring an alternative offer (applicants who applied on time where none of their preferences could be met)
10	Thursday 14 April 2022	Nottinghamshire County Council informs all Nottinghamshire schools of final allocations
11	Tuesday 19 April 2022	Offers communicated to Nottinghamshire parents including offers on behalf of own admission authority schools and schools within other local authorities. Emails sent to Nottinghamshire parents who applied online and opted to receive an email. Letters are posted second class.
12	Appeals	Primary appeals will begin from May 2022 onwards

3.11 SECONDARY COORDINATED SCHEME 2022-2023

This scheme is relevant for children transferring from primary school (year 6) to secondary school (year 7) or children transferring to an atypical school in year 9 or year 10.

Timetable for coordinated admission arrangements		
Stage	Dates	Action
1	From Monday 9 August 2021	Information about applying for a school place available to parents
2	Sunday 31 October 2021	Closing date for applications and any supplementary or supporting information, including any special circumstances
3	By Wednesday 10 November 2021	Exchange of application information between Nottinghamshire County Council and other local authorities for schools in their area
4	Monday 29 November 2021	Last date for exceptional late applications and changes to preference to be received by Nottinghamshire County Council in order for a decision to be made whether the application can be considered as on time. Proof of address to be received where relevant.
5	By Wednesday 1 December 2021	Nottinghamshire County Council sends application information to own admission authority schools within Nottinghamshire
6	By Friday 21 January 2022 by 12 noon	Own admission authority schools return all preferences in rank order of priority to Nottinghamshire County Council
7	Between Tuesday 25 January 2022 and Wednesday 16 February 2022	Nottinghamshire County Council makes provisional decisions taking into account the ranking of preferences and informs other local authorities of these provisional decisions
8	By Friday 18 February 2022	Nottinghamshire County Council informs other local authorities of final allocations
9	By Monday 21 February 2022	Nottinghamshire County Council identifies any Nottinghamshire resident requiring an alternative offer (applicants who applied on time where none of their preferences could be met)
10	Monday 28 February 2022	Nottinghamshire County Council informs all Nottinghamshire schools of final allocations
11	Tuesday 1 March 2022	Offers communicated to Nottinghamshire parents including offers on behalf of own admission authority schools and schools within other local authorities. Emails sent to Nottinghamshire parents who applied online and opted to receive an email. Letters are posted second class.
12	Appeals	Secondary appeals will begin from April 2022 onwards

Section 4 – how in-year applications are processed

Nottinghamshire County Council has an in-year coordinated scheme for all community and voluntary controlled schools. Some own admission authorities have also joined this scheme.

Applications for in-year admissions will be considered in relation to the PAN for the relevant age group; also considering infant class size restrictions. Generally, and unless a variation is agreed with the County Council, if places are available within the year group, the child will normally be admitted to the school.

4.1 Introduction

a. What is an in-year application?

An application is an in-year application if it is for the admission of a child to a relevant age group, but it is submitted on or after the first day of the first term of the admission year, or if it is for the admission of a child to an age group other than a relevant age group.

In-year applications can be made for children requiring a school place during the school year, rather than at the usual transfer time to school (for example, starting primary school, moving to junior school, moving to secondary school or transferring to year 9/year 10 in a UTC or studio school).

The majority of in-year applications for school places in Nottinghamshire will be dealt with through normal in-year arrangements. However, some children in vulnerable groups may find it difficult to secure a school place. In these cases, applications may be referred to the Lead Officer for Fair Access under the Fair Access Protocol, available at www.nottinghamshire.gov.uk

c. Fair Access Protocol

Nottinghamshire County Council's Fair Access Protocol (FAP) works in partnership with schools, parents and carers to ensure that vulnerable and or/hard to place children are allocated a school place as quickly as possible. Referral to fair access is made when a parent of an eligible child has not secured a school place under in-year admission procedures.

4.2 Nottinghamshire's arrangements for in-year applications to Nottinghamshire schools

- a. Nottinghamshire County Council has a well-established in-year scheme for applications for admission to Nottinghamshire community and voluntary controlled schools and some own admission authorities (OAA) have chosen to join this scheme. Details of the schools that have joined this scheme are available on the public website www.nottinghamshire.gov.uk
- b. Applications for Nottinghamshire community and voluntary controlled schools as listed in Section 2 of this document, and schools that have joined the scheme, must be made to Nottinghamshire County Council.
- c. OAAs are able to manage their own applications directly without parents having to apply through a local authority. The School Admissions Code 2021 requires that OAAs must notify the local authority of every application and its outcome as soon as reasonably practicable, but within two school days.

- d. Local authorities must provide information to prospective parents about the places available in all schools within its area. Admission authorities for all school must provide the LA with details of the number of places available at their school. The information should be provided no later than 2 school days following receipt of the LAs request.
- e. For schools outside of Nottinghamshire, parents should contact the relevant local authority. Contact details for neighbouring local authorities can be found in the *Admissions to schools: Guide for parents* available at www.nottinghamshire.gov.uk
- f. Nottinghamshire County Council ensures that the processes for admitting children who have been allocated under in-year arrangements or through the Fair Access Protocol do not lead to unreasonable delay, particularly where a child is otherwise without a place.
- g. The governing body of a community or voluntary controlled school has no power to refuse to admit a child whose admission has been agreed by the local authority.
- h. Admission authorities cannot refuse to admit a child with challenging behaviour where places are available. Governing bodies can refer applications to the local authority for consideration under the provisions of the Fair Access Protocol. Schools should not request information about a child's history of behaviour unless an application meets fair access protocol requirements.
- i. Nottinghamshire County Council may also share information with neighbouring authorities about applicants who live in that local authority area and who apply for a place in one of the schools participating in the scheme. Our neighbouring authorities are Derbyshire, Doncaster, Leicestershire, Lincolnshire, North Lincolnshire, Nottingham City and Rotherham.

4.3 Applying for a place in a Nottinghamshire school

- a. Parents can make applications up to six weeks, or during the preceding school half term, before the date when they would like their child to start at the preferred school. School places cannot be reserved, and places are allocated in line with this scheme.
- b. Parents can state up to four preferences on an application for any of the schools participating in the scheme. We recommend that parents use all four preferences, listing them in order starting with the one they would most like their child to attend. Nottinghamshire County Council will not reveal the order of preferences to schools. Applications can be made online, by telephone or by completing an application form. A maximum of 4 preferences can be processed at any one time and parents must wait for the outcome for these preferences before making further changes.
- c. Parents applying for academy, foundation, free, studio, trust, voluntary aided or voluntary controlled schools should check whether any additional supporting information is required. This may be written evidence from a minister to demonstrate commitment to religion. This information enables the admission authority to apply admission oversubscription criteria correctly.
- d. Details of oversubscription criteria for Nottinghamshire schools are available on our website www.nottinghamshire.gov.uk

- e. Applying for a place in year 10 or year 11
Performance and level of achievement/attainment are adversely affected each time a child experiences a transfer to a new school. Avoidable and unnecessary changes should be carefully considered and parents need to be aware of the consequence of moving schools in key groups such as year 10 and year 11.

It may be difficult to find schools that can offer the same courses as the previous school. However, schools are not able to refuse to admit children because they followed a different curriculum at their previous school.

4.4 Timeline for in-year applications

- a. Applications for school places are considered without delay to ensure that every child of school age is allocated a school place.

Stage 1 – Application received (0-5 school days)

Applications are received and processed within weekly admissions rounds with a cut-off point of 5pm on Wednesdays. Any application received after 5pm will be included in the following week's admission round. Details of applications received will be sent to own admission authority schools participating in the scheme for consideration against their oversubscription criteria.

Stage 2 - admission authority considers application (10-15 school days)

OAAAs requested to notify the County Council within 10 school days and by a maximum of 15 school days of the outcome of the application.

Stage 3 - notification of outcome of application (10-15 school days)

Parents notified of the outcome of their decision within 10 school days, and no later than 15 school days. For parents who have applied online, notification of the outcome of their preferences will be made available online. All other applications will be sent an outcome by letter, posted second class.

Stage 4 - children without a school place (16+ school days)

If an offer of a place cannot be met; application may be referred to fair access 4 in line with the requirements of the School Admissions Code 2021.

- b. Admissions will normally be agreed up to the published admission number for the relevant age group. Admission to other age groups cannot be refused on the grounds that the PAN has already been reached. Admission may be refused where the admission of another child would prejudice the provision of efficient education or efficient use of resources.

If there are more applications than places available, the oversubscription criteria will be used to determine which places will be offered. If an application is refused at any school which is listed higher than the one offered, parents are given the right to appeal.

Admission authorities must not refuse to admit a child on behavioural grounds in the normal admissions round, or at any point in the normal year of entry, except for children who have been permanently excluded from two or more schools.

- c. Nottinghamshire County Council will then identify all those preferences that can be met. When a place can be offered at more than one of the schools listed on an application, the County Council will write to offer a place at the highest preferred school where a place is available.

- d. Nottinghamshire County Council will communicate the decision:
- for parents who have applied online, notification of the outcome of their preferences will be made available online
 - for all other applications, notification of the outcome of the application will be sent second class post.
- e. Some admission authorities may withdraw a place where parents do not accept the offer within fourteen days. Parents are advised not to decline any offer of a school place until an alternative allocation has been made.

4.5 Admission to school (taking up the allocated in-year place)

- a. Parents should contact schools directly to arrange a start date and the place must be taken up as quickly as possible, particularly where the child is out of school.
- b. In all cases, places allocated must be taken up by the start of the next half term.
- c. For places allocated in the summer term the child must be on roll at the allocated school before the end of the summer term. If the place is not taken up by the end of the summer term, parents would need to make a new application for the following academic year.
- d. If places are not taken up within these timelines, the offer of a place may be withdrawn.

4.6 Waiting lists

- a. Nottinghamshire County Council, as the admission authority for community and voluntary controlled schools, holds waiting lists for year groups reception to year 5. These are held until 31 May.
- b. If a place becomes available, the place will be allocated to the child on the waiting list who has highest priority within the oversubscription criteria at that time. This will include all applications that have been received requesting a place at that school.
- c. If a place is allocated from the waiting list in the summer term, the child must be admitted to the school before the end of the summer term. If the place is not taken up by the end of the summer term parents would need to make a new application for the following academic year.

26th July 2021

Agenda Item: 12

REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND SKILLS

AMENDMENT TO CATCHMENT AREA DUE TO CLOSURE OF MANNERS SUTTON PRIMARY SCHOOL, AVERHAM, NEWARK

Purpose of the Report

1. To seek Committee approval for an amendment to catchment area including an in-year variation request for admission arrangements 2021-2022 and 2022-2023 to be submitted to the Office of the Schools Adjudicator.

Information

2. On 30th November 2020, the Children and Young People's Committee approved the undertaking of a formal consultation to seek views on a proposal to close Manners Sutton Primary School. The consultation period was 4th January until 31st January 2021.
3. The Children and Young People's Committee on 15th March 2021 approved the closure of Manners Sutton Primary School from 31st August 2021.
4. All Nottinghamshire community and voluntary controlled schools have a catchment area which gives higher priority to children living within that area in the admission arrangements. Manners Sutton Primary School, as a community school, has a defined catchment area (**Appendix 1**).
5. Catchment areas form part of a school's admission arrangements and must be consulted upon, determined and published in the same way as other admission arrangements.
6. Once admission arrangements have been set for a particular school year (including catchment areas), they can only be revised by the admission authority in limited circumstances. Admission authorities can propose variations where they consider such changes necessary in view of a major change of circumstances.
7. Any changes to catchment areas for community and voluntary controlled schools would require the admission authority to refer to the Office of the Schools Adjudicator to seek a variation.

8. As Manners Sutton Primary School will close on 31st August 2021 children living within this area will no longer have a primary catchment area.

Reassignment of catchment area

9. In considering any proposed change to catchment areas, historical admission information has been reviewed. The following table indicates the current school attended by children residing in the catchment area of Manners Sutton Primary School:

School	Grand Total
Bleasby CofE Primary School	2
Caunton Dean Hole CofE Primary School	1
Chuter Ede Primary School	1
Holy Trinity Catholic Voluntary Academy	3
Lowe's Wong Anglican Methodist Junior School	9
Lowe's Wong Infant School	2
Muskham Primary School	10
Norwell CofE Primary School	1
The King's Church of England Primary Academy	1
The Minster School	1
Wellow House School	2
Yeoman Park Academy	1
Total	34

10. Caunton Dean Hole CofE Primary School, a voluntary controlled school, has approached the Council with a view to extending their catchment area to include the area of Averham, Kelham and Staythorpe (the area served by Manners Sutton Primary School). The school worked closely with Manners Sutton Primary School as part of a small school cluster arrangement that included Caunton Dean Hole Primary, Manners Sutton Primary and Kneesall Primary Schools.
11. The geographical area of Manners Sutton Primary catchment area is split by the River Trent and the A617, with Muskham Primary School to the North, Lowe's Wong Schools to the South and Caunton Dean Hole CofE Primary School to the West. A redistribution of the catchment area across the three schools is shown in **Appendix 2**.
12. As the Council is the admission authority for Caunton Dean Hole CofE Primary School, Lowe's Wong Anglican Methodist Junior School and Muskham Primary School, a variation could be sought with the Office of the Schools Adjudicator to vary the arrangements for those schools.
13. The area identified in **Appendix 2** indicating the proposed area for Lowe's Wong Anglican Methodist Junior School is not served by a community or voluntary controlled infant school. Lowe's Wong Infant School and Holy Trinity CofE Infant School are both academy schools that have an identical catchment to Lowe's Wong Anglican Methodist Junior School and both infant schools are linked to that junior school.

14. As academy schools, Lowe's Wong Infant School and Holy Trinity CofE Infant School are responsible for maintaining their catchment areas and for seeking any variation to amend admission arrangements for the school. Discussions have been held with both infant schools regarding the proposal to reassign the Manners Sutton Primary School. Both academies have indicated their wish to continue to operate with an identical catchment to that of Lowe's Wong Anglican Methodist Junior School. The academies will propose a variation to their existing catchment areas and the Council has undertaken to support the academies with this process along with the Diocese.

Other Options Considered

15. The Council could consider leaving this area without an assigned primary catchment area. This would mean families residing in this area would not have catchment priority for any community or voluntary controlled primary school.
16. The Council could consider assigning the entire area to Caunton Dean Hole CofE Primary School however, the Published Admission Number for this school was decreased to 8 (from 10) in 20221-2022 as the physical building space was not sufficient for a Published Admission Number of 10 to be sustained.

Reason/s for Recommendation/s

17. To enable the Council to meet its statutory responsibility to seek approval from the Schools Adjudicator to vary its admission arrangements.
18. The proposed arrangement to split the catchment across the three schools would enable a better balance across the district and take into account the geographical area.

Statutory and Policy Implications

19. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment 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

20. Under the current home to school transport policy, free travel would be awarded to the nearest or catchment school. All children living in the Manners Sutton existing catchment area would be entitled to free travel to their nearest or catchment school as it would be an unavailable walking route to school. If all children attend a school that would give eligibility for travel assistance, the additional costs would be up to £40,000 per annum provided by a combination of minibus, taxi and parental mileage.

RECOMMENDATION/S

- 1) That Committee gives approval for officers to seek approval from the Office of the Schools Adjudicator to reassign the existing catchment area of Manners Sutton Primary School as outlined in **Appendix 2**.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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Constitutional Comments (KK 14/07/21)

21. The proposal in this report is within the remit of the Children and Young People's Committee.

Financial Comments (SES 14/07/21)

22. The financial implications are set out in paragraph 18 of the report.
23. Under the current home to school transport policy, free travel would be awarded to the nearest or catchment school. All children living in the Manners Sutton existing catchment area would be entitled to free travel to their nearest or catchment school as it would be an unavailable walking route to school. If all children attend a school that would give eligibility for travel assistance, the additional costs would be up to £40,000 per annum provided by a combination of minibus, taxi and parental mileage.
24. The Home to School Transport budgetary provision is within the remit of the Transport and Environment Committee held by the Place Department. The appropriate additional costs in 2021/22 will be incurred within the existing budgetary provision and any ongoing full year effects will be incorporated into the 2022/23 budget construction.

Background Papers and Published Documents

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

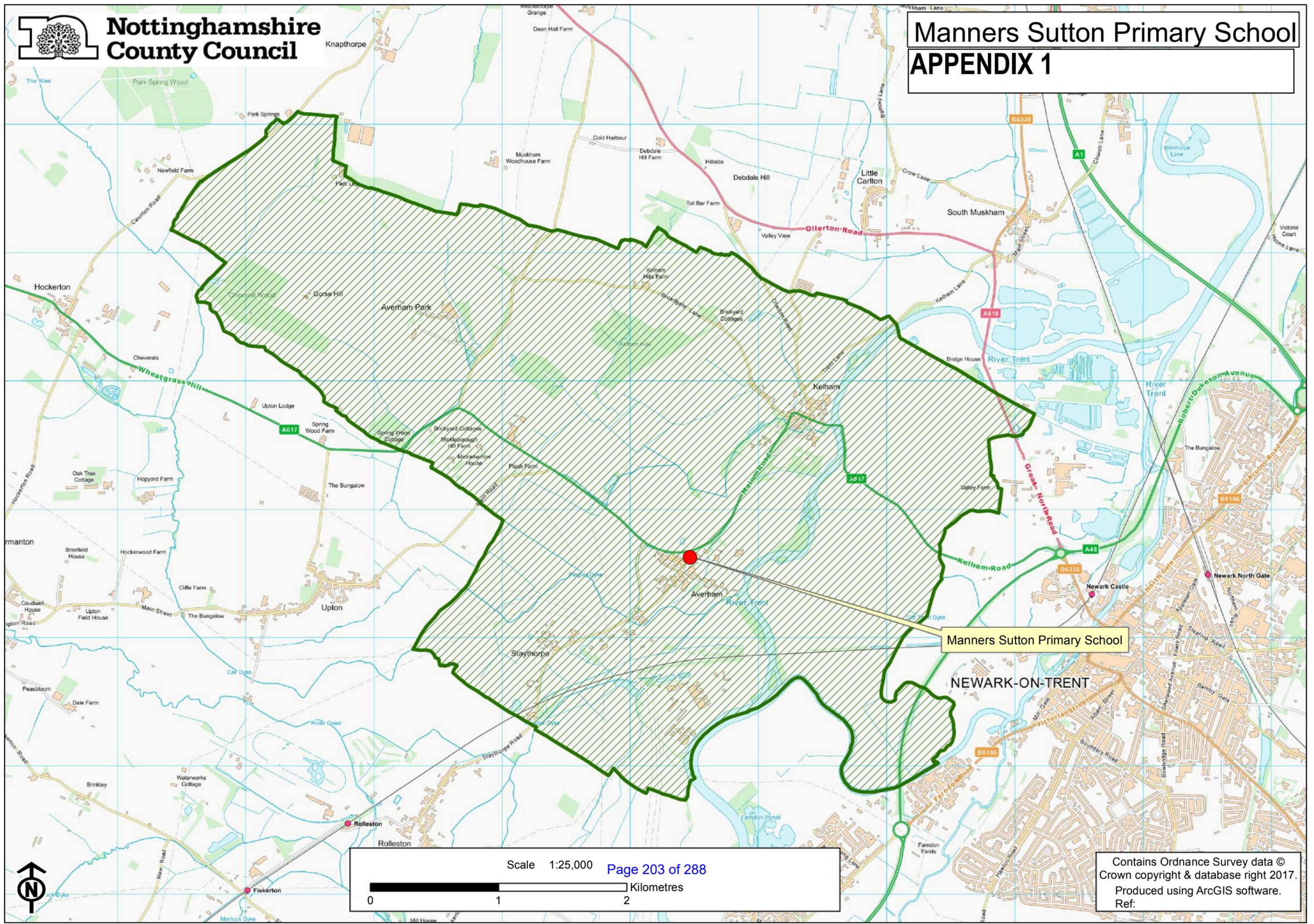
[Report to Children and Young People's Committee 15 March 2021 – Manners Sutton Primary School, Averham, Newark – outcome of the consultation on the proposal for closure](#)

[Office of the Schools Adjudicator – in-year variations to school admission arrangements](#)

Electoral Division(s) and Member(s) Affected

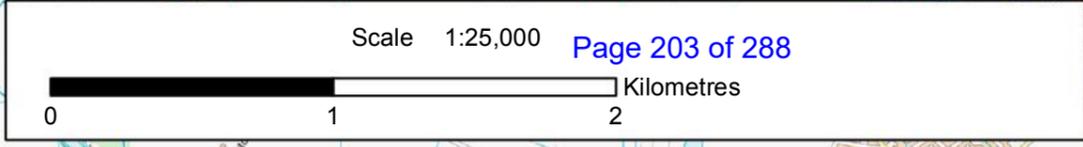
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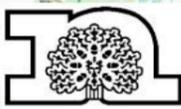
Manners Sutton Primary School

NEWARK-ON-TRENT



Contains Ordnance Survey data ©
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Produced using ArcGIS software.
Ref:





Manners Sutton proposed
catchment area split
APPENDIX 2

1 - Cauntton Dean Hole
CofE Primary School

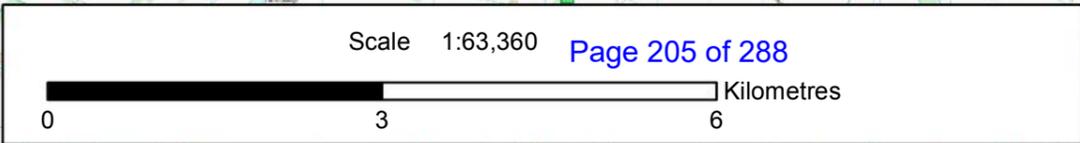
2 - Muskham Primary
School

3 - Lowe's Wong
Junior

1

2

3



26th July 2021

Agenda Item: 13

REPORT OF THE CORPORATE DIRECTOR, CHILDREN AND FAMILIES

INDEPENDENT REVIEW OF CHILDREN'S SOCIAL CARE: CASE FOR CHANGE

Purpose of the Report

1. The purpose of this report is to brief Committee on The Case for Change published by the Independent Review of Children's Social Care and to consider the implications for Nottinghamshire.

Information

2. In March 2021, an Independent Review of Children's Social Care was initiated, chaired by Josh McAlister, former teacher who founded the social work charity Frontline, which is a fast track, graduate training programme for social workers. The review is broad in scope, considering the whole journey from early help through referral to social care assessment and intervention, both at home and in care through to those who have left care. The review is expected to take 15 months. During the first three months of the review the review team has initiated a call for advice, exploring how the review should work and the questions that it should focus on, as well as a call for evidence. The review team has established an experts by experience board, design group and evidence groups to shape the review approach and findings.
3. The review has published an early "case for change", describing the main challenges the review team has identified in its first three months. The full report and a five page summary are available as Background Papers. The data headlines identified in the report are as follows:
 - there are more children within the social care system now than there were 10 years ago – the biggest increase is children subject to Section 47 enquiries (investigations where a child is suspected of suffering significant harm) which have increased by 129%
 - over one in eight children in care are living in a children's home, secure or semi-independent setting
 - there are increasing numbers of older children in care (increase of 39%) and in need (increase of 36%) over the 10 year period

- nationally there is less spending on children’s services than there was 10 years ago; and a greater proportion is spent on statutory rather than non-statutory services – there are now fewer local early help services to support families early and more money is spent on statutory intervention.

4. The review identifies a range of challenges, including:

- the report identifies that there is a need for further investment in focussed, evidence informed family help. It finds that within social care there is too much emphasis on investigating and assessing, and not enough focus on providing help and support
- the report identifies that social workers are still spending too much time adhering to bureaucratic processes rather than spending time doing direct work with children and families. It identifies the need to do more to recruit, retain and support social care staff
- the report identifies the need to improve the response to teenagers who face harm from outside the home, for example due to criminal or sexual exploitation
- the report identifies that improvements are needed to placements for children in care, both giving a much greater focus on supporting kinship carers so that more children can live with carers that know and love them, and addressing the ‘broken’ placement market
- the report is clear that **“change will not happen without addressing the system causes”**, going on to state that **“there is no situation in the current system where we will not need to spend more – the choice is whether this investment is spent on reform which achieves long term sustainability and better outcomes, or propping up an increasingly expensive and inadequate existing system”** Josh MacAlister, Chair of the Independent Review (p.12).

5. The review will now move into its next phase, considering consultation responses to a series of questions posed as part of the case for change, following which it will consider solutions to the challenges identified. As part of this, the Council has expressed an interest in engaging in the consultation process over the summer.

Local Implications

6. The challenges identified in the case for change are broadly recognised as aligning with the situation in Nottinghamshire. A refreshed transformation programme is currently being scoped which will set out the local actions required to achieve the Council’s ambitions of achieving the best possible outcomes for children and young people by:

- enabling children to experience stability and consistent relationships
- placing a greater emphasis on supporting families in need as well as assessing risk – keeping children safe at home wherever possible by addressing whole family needs through multi-disciplinary working
- where children are in our care, more experiencing living in homes that are family-based and local (kinship or fostering)

- investing in our workforce and enabling them to effectively support children and families.
7. It is proposed that Children and Young People's Committee considers the proposed transformation programme in the autumn.

Other Options Considered

8. There are no options considered; this report is for information.

Reason/s for Recommendation/s

9. The Independent Review of Children's Social Care is likely to have significant implications for the delivery of children's services in Nottinghamshire and as such it is critical that Members are sighted on the issues that the Review is raising.

Statutory and Policy Implications

10. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment 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

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

RECOMMENDATION/S

That Committee:

- 1) considers whether there are any actions it requires in relation to the issues contained within the report
- 2) agrees to receive a follow up report on the Independent Review of Children's Social Care when the final recommendations have been published
- 3) agrees to consider the proposed transformation programme for children and families at the Children and Young People's Committee meeting in September.

Colin Pettigrew
Corporate Director, Children and Families

For any enquiries about this report please contact:

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Constitutional Comments (ELP/07/21)

12. The report falls within the remit of Children and Young People's Committee by virtue of its terms of reference.

Financial Comments (LCD 08/07/21)

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

Background Papers and Published Documents

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

The Case for Change: Independent Review of Children's Social Care
[case-for-change.pdf \(independent-review.uk\)](#)

Youth Summary: Independent Review of Children's Social Care
[case-for-change-young-people.pdf \(independent-review.uk\)](#)

Electoral Division(s) and Member(s) Affected

All.

C1490

26th July 2021

Agenda Item: 14

REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND RESOURCES

COVID WINTER GRANT SCHEME AND COVID LOCAL SUPPORT GRANT FINAL REPORT

Purpose of the Report

1. The purpose of this report is to share with Committee the progress of two Covid related grant schemes for children, families and vulnerable adults who have experienced financial hardship because of the Covid-19 pandemic.
2. The report also asks the Committee to endorse the funding proposals and budget for the Covid Local Support Grant Scheme Part 2 extension which will provide supermarket vouchers to eligible children and young people during the summer holidays.

Information

Background

3. In November 2020, the Department for Work and Pensions announced a package of extra targeted financial support for those in need over the winter period ending on 31st March 2021. Funding from the DWP has been issued to county councils and unitary authorities to support those most in need across England with the cost of food, energy and water bills and other associated costs. Nottinghamshire County Council's allocation was £2,316,008.
4. On 22nd February 2021, the Department for Work and Pensions announced an extension of the Covid Winter Grant to cover the Easter holidays. The scheme was extended to 16th April 2021 and Nottinghamshire was awarded a further £805,153.
5. On 14th April 2021, the Department for Work and Pensions announced that a new scheme was due to be launched on Monday 19th April 2021 called the 'Covid Local Support Grant' which would end on 21st June 2021 in line with the country's Covid roadmap for that period. Nottinghamshire was allocated £544,943 (Covid Local Support Grant - Part 1).
6. On 23rd June 2021, the Department for Work and Pensions announced a further extension to the Covid Local Support Programme to cover the school summer holidays. This allocation must be spent by 30th September 2021. Nottinghamshire was awarded a further £2,179,772.40 (Covid Local Support Grant - Part 2).

7. All grant schemes had the same grant conditions. The local authorities were able to determine eligibility in their area and target their support within the scope of the conditions set out below:
- at least 80% of the total funding will be ring-fenced to support families with children, with up to 20% of the total funding to other types of households, including individuals
 - at least 80% of the total funding will be ring-fenced to provide support with food, energy, and water bills (including sewerage), with up to 20% on other items.

Eligibility Criteria

8. A Steering Group of Council officers was established to oversee both schemes, reporting to the Children and Young People's Committee. There was also active and regular engagement with the Local Resilience Forum Humanitarian Assistance Group. In consultation, the following eligibility criteria were agreed:
- there are children/young people within the household who are eligible for Free School Meals due to low household income (eligible for vouchers during the school holidays)
 - there are children within the household who are eligible for a funded 2-year-old childcare place or the Early Years Pupil Premium (eligible for vouchers during the school holidays)
 - the household is in receipt of or has made an application for Universal Credit or other Income Related Employment or Support Allowance (ESA), Income or Jobseekers Allowance income based
 - the household has no recourse to public funds
 - there is considerable in-work poverty (which may be temporary)
 - the household has been assessed by a professional as in urgent need as they do not have the means for essential food, energy, or water.
9. Households had to meet at least one of the eligibility criteria above. These criteria enabled the Council to include households not currently in receipt of Department for Work and Pensions welfare benefits and those not claiming benefits but struggling financially because of Covid, although the vast majority of requests were made because households were in receipt of or had made an application to Universal Credit, as evidenced in **Appendices 1 and 2**.
10. There was an expectation from both schemes that local professionals would assess the needs of the household, check eligibility and make a request for financial support on their behalf. Both schemes were promoted on the Council's website, however the scheme was advertised to local organisations and services rather than residents.
11. Assessments and requests were made by a range of partner agencies and internal teams, including Children and Family services within the Council, District Councils, domestic abuse charities, Benefits/Welfare Rights teams, Citizens Advice Bureau, Job Centre Plus, and many more. The majority of requests came from schools, early years providers, Children's Centre Service workers, Family Service Workers, and Social Workers, as can be seen in **Appendices 1 and 2**.

Value of Vouchers

12. Eligible households would be able to claim up to three vouchers between January and the end of the Covid Winter Grant Scheme on 22nd April 2021; the Covid Local Support Grant used similar principles and allowed households to access one voucher in May and a second in June 2021.
13. The value of the voucher varied depending on the size of the household:
 - a household with one person £30
 - household with two people £60
 - household with three or more people £90
14. The value of the vouchers for Free School Meals were £15 per week for an eligible child of school age, and £10 per week for an eligible preschool child (this was later increased to £15 in May half-term in line with councils across the East Midlands).

Supporting Households with Children

15. **Free School Meals** - both schemes were used to provide food to those families where children are in receipt of Free School Meals due to the low income of the household. Vouchers were provided across the Christmas, Easter, February, and May half-term breaks. This included school aged pupils, those in sixth forms and Further Education Colleges and alternative education providers. Vouchers were distributed through these educational establishments.
16. **Children in Early Years settings** - households with 2-year olds from low income households and 3 and 4 year olds eligible for Early Years Pupil Premium received supermarket vouchers or food parcels through their early years setting for Christmas, Easter, February and May half-term breaks.
17. **Support for families during term-time** - both Covid Grant Scheme budgets were not specifically intended to provide Free School Meals (FSM) support during the holidays however most local authorities and all neighbouring councils used allocations for FSM. In Nottinghamshire, a decision was made to support families during term time and with local partners we agreed a process to support families and vulnerable adults based on an assessment of need by a professional.
18. The Council did not accept referrals directly from parents, carers and young people unless they were first time expectant parents or families with children under the age of 5; these families were contacted by a Children's Centre Service Manager, were assessed over the phone and invited to engage with the Children's Centre Service who support families with money management skills and work readiness.
19. Families were also given recipe cards to help them to cook healthy meals on a budget, including a half-term meal planner based on £15 per week per child. All recipes are available on the Council's website, which also includes links to schemes such as Healthy Start Vouchers, Credit Unions, 'Money Sorted' etc. Parents from low income groups were also invited to join the new Food on Your Doorstep (FOOD) Clubs being hosted in District Council and Children's Centre buildings. Further information about FOOD clubs and how we have

supported families to increase their skills and knowledge regarding diet and nutrition will be included in a further report to Committee in November 2021.



Supporting Vulnerable Adults and Households with no Children

20. In Nottinghamshire in line with Guidance from the Department for Work and Pensions and discussions with the Local Resilience Forum Humanitarian Assistance Group, it was agreed that District and Borough Councils would be allocated funding to support households with no children (up to 20% of the budget allocation).
21. District and Borough Councils used their allocation through a mixture of funds for food parcels, meals or vouchers, and contributions to food banks, food clubs, social eating networks etc. In most cases District and Borough Councils used the same allocations i.e. £30 for a single person household, however some councils (Rushcliffe in particular) used funds to provide hot meals which meant that their funding reached a lot more residents. The breakdown of how District and Borough Councils used their allocation is included in **Appendix 3**.
22. District Councils accepted self-referrals, and residents could access support by contacting the [Nottinghamshire Coronavirus Community Support Hub](#), where they were assessed and signposted to the appropriate team within the District Council or funded food bank.
23. District Councils were later asked to include children and families through their budget allocations as they all predicted an underspend in February 2021. This was in part due to other funding streams and support provided nationally to food banks, reducing demand on the Covid Winter Grant Scheme.
24. When the Covid Winter Grant Scheme ended, this element of the scheme was not provided through the new Covid Local Grant Scheme because most of the budget was allocated for Free School Meal vouchers for May half-term. However, Nottinghamshire County Council

continued to provide supermarket vouchers to the following groups as they were defined as 'vulnerable adults' by the Department for Work and Pensions:

- Care Leavers aged 19-25
- first time expectant parents
- young people with an Education Health & Care Plan aged 19-25.

Help with Energy and Water Bills

25. All Grant Schemes included options to provide households with support to pay for utility bills (with the exception of housing costs). Department for Work and Pensions guidance for the Covid Winter Grant Scheme has stated *"The definition of energy includes any form of fuel that is used for the purpose of domestic heating, cooking, and lighting, including oil and portable gas cylinders. There is no prescriptive definition of other essentials although these should be related to food, heating, lighting, cooking, water, and sewerage needs"*.
26. The Covid Winter Grant Scheme enabled the Council to award a grant to the Nottingham Energy Partnership¹ (NEP) who are already a commissioned provider of the Council. This arrangement was not extended for the Covid Local Support Grant.
27. Nottingham Energy Partnership was commissioned to provide vouchers for households who require assistance to pay for their utility bills – namely energy/fuel vouchers and water bill payments (but not rent or other housing costs). Referrals to the scheme were made by professionals who had already assessed the needs of the household. The Nottingham Energy Partnership also accepted a small number of self-referrals, and referrals from the Coronavirus Community Support Hub.
28. Nottingham Energy Partnership provided a maximum of two fuel payments at £49 each and up to £80 water bill payments. No household would receive more than £188.
29. Initially £95,142 was allocated, however demand was much greater than anticipated so they were awarded a second grant of £134,828 which also enabled them to recruit additional staff members to deal with queries, assessments, and payments.
30. Both Gedling and Broxtowe Borough Councils also provided additional funds to Nottingham Energy Partnership to meet the demands from their local residents. A new Fuel Bank Foundation was due to be launched in Mansfield, so the District Council allocated £5,000 to the Foundation to provide support to 11 vulnerable adults and households with no children (the value of support provided was approximately £500 per household).
31. Nottingham Energy Partnership spent £222,809 on vouchers for households with £127,829 spent on fuel payments and £94,981 on water payments. 4,615 awards were made with 64% of awards provided to households with children. The maximum limit for a voucher was £188 per household. The breakdown of the budget and data is available in **Appendix 4**.

¹ [Nottingham Energy Partnership \(nottenergy.com\)](http://nottenergy.com)

Provision of Free School Meals during School Holidays

32. Both grant schemes were used to provide supermarket vouchers or food parcels for children and young people during the school holidays starting from the Christmas holidays, February half-term, Easter holidays and May half-term. Funding for school aged children in October 2020 half-term was funded by the Council rather than this scheme. The following groups were eligible for this element of both grant schemes:
- a) children and young people eligible for Free School Meals (in schools, Further Education Colleges, and alternative education providers)
 - b) young people aged 19-25 with an Education, Health and Care Plan who are eligible for Free School Meals (in schools, Further Education Colleges, and alternative education providers)
 - c) 2-year olds claiming funded childcare
 - d) 3- and 4-year olds claiming Early Years Pupil Premium.
33. Data held centrally was matched with data from educational settings to confirm the number of eligible children and young people in each establishment. Funding was then allocated to each setting asking them to purchase supermarket vouchers or food parcels during Christmas 2020. This process was then adapted from February half-term as some educational settings returned funding to the Council. From February 2021, all educational settings apart from schools were instead asked to submit requests for Free School Meal vouchers, these requests were matched with central data and vouchers were purchased by the Council and sent to settings to pass to parents/carers and young people.
34. Schools already had access to vouchers schemes in place which enabled them to provide support during October half-term; they were then enabled during the second national lockdown to provide vouchers for eligible children being educated at home through a voucher platform called EdenRed which was procured by Government. No similar systems were in place for early years settings, Further Education colleges and alternative education settings so the Council had to procure a voucher platform to enable the distribution of vouchers. This took some time to progress, so the Voucher Platform used 'Huggg' which could not begin until 18th January 2021.
35. Overall, 103,291 vouchers were provided to eligible children and young people to provide food during the school holidays. This equates to approximately 27,500 children and young people. Further data is included in **Appendix 5**.
36. Both Covid Grant Schemes evidenced an increase in the number of Free School Meal claims since the start of the national lockdown restrictions. Nottinghamshire School Census data has identified that the number of children claiming Free School Meals in April 2020 was 19,783 compared with 23,649 in April 2021, showing a 19.5% increase. It is however unclear if these families were eligible for Free School Meals prior to the pandemic and chose not to claim previously. There was, however, no increase in the number of children eligible for income related funded childcare places over the same period.

Progress of both schemes

37. The Covid Winter Grant Scheme provided:

- a. 75,787 Free School Meal vouchers for eligible children and young people during school holidays resulting in approximately 565,025 meals for school aged children and 68,440 meals for preschool children
- b. 4,615 vouchers to support households with energy and water bills, at an average value of approximately £150 per household
- c. 9,035 supermarket vouchers to 5,584 to families who were struggling financially because of Covid during term-time
- d. vouchers, food parcels or meals to 10,850 households with no children. In addition, 193 vouchers were provided to Care Leavers and young people with Education, Health & Care Plans aged 19-25
- e. supermarket vouchers to 117 families who have recently registered to the new FOOD (Food on your Doorstep) Clubs
- f. £11,528 towards the Holiday Activities and Food (HAF) programme during the Easter holidays so that eligible families could also access food for their children who were under the age of 5. This was topped up with £3,720 worth of vouchers for families who could not access food parcels which met their dietary requirements.

38. The Covid Local Support Grant (Part 1) provided:

- a. 27,504 Free School Meal vouchers for eligible children and young people during school holidays resulting in approximately 119,920 meals for school aged children and 17,600 meals for preschool children
- b. 1,471 supermarket vouchers to 844 to families who were struggling financially because of Covid during term-time
- c. vouchers, food parcels or meals to 15 households with no children (Care Leavers aged 19-25 and young people with an Education, Health & Care Plan aged 19-25).

39. Feedback from families and workers who accessed the scheme is included in **Appendix 6**.

Covid Local Support Grant Part 2 - Summer Extension

40. The first part of the Covid Local Support Grant ended on 21st June 2021, and an extension to the scheme was announced in the evening on 21st June. This extension will be used to provide Free School Meal vouchers to eligible children and young people. Most of the funding allocation will be used for school aged children; however, the budget also allows the Council to include eligible children in early years settings once again. There is insufficient funding to open the scheme to include requests for vouchers for families during term-time, so Part 2 of the scheme will be more restricted than the previous two schemes.

41. The budget has provided for administration costs as detailed in **paragraph 50**.

Administration and Capacity

42. Both the Covid Winter Grant and Part 1 of the Covid Local Support Grant have accessed project management capacity from the Programmes and Projects Team. This support was critical in setting up both schemes and dealing with processes and queries from stakeholders and members of the public. It is anticipated that some capacity will continue to be provided for part 2 of the Covid Local Support Grant, whilst still being overseen by a Group Manager and the established Steering Group.

43. The work was also supported by staff members within the Children and Families Department, Customer Service Centre, Coronavirus Community Support Hub, Legal and Finance. This included assessments with households, requesting vouchers, issuing vouchers and signposting households to access additional support e.g. Credit Unions. Most of this work was included in core staffing hours, but in some cases staff members were paid extra to work additional hours to meet the increasing demands of the scheme.
44. District Councils and Nottingham Energy Partnership included administrative costs within their allocations.
45. The administration time spent by schools, early years settings and other organisations distributing vouchers must be acknowledged and recognised, as they did not receive any financial support to help them deliver their elements of the Grant and their support and engagement has been critical to the success of the scheme in Nottinghamshire.

Other Options Considered

46. Due to the short timescales involved with all three schemes, no other options had been considered.

Reason for Recommendations

47. The recommendations support the conditions and purpose of the grant as set by government whilst meeting local priorities.

Statutory and Policy Implications

48. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment 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

49. The initial financial allocations for the scheme were updated once demands were better understood and further clarity about the scheme was issued by the Department for Work and Pensions. A second Committee report in January proposed a new breakdown of spend for the Covid Winter Grant Scheme. The proposed allocation and actual spend for the Covid Winter Grant Scheme were as follows:

COVID WINTER GRANT £3.1m ALLOCATION AND SPEND		
	Proposed Allocation £	Actual Spend £
Free School Meals (Christmas, February half-term and Easter):		
Maintained and Academy Schools (School Age and Early Years)	1,036,000	1,703,077

FE Colleges		47,625
Alternative Education Providers		5,067
2, 3- and 4-year olds with Funded Early Years Provision or Early Years Pupil Premium in Private, Voluntary & Independent settings	100,000	70,059
Adults and Households without children supported through the Council (including vulnerable young people aged 19-24, and expectant parents)	23,400	14,317
Nottingham Energy Partnership (for adults and families) – includes administration fee	85,000	187,999
District Council Allocations (for adults and families)	341,600	331,501
Vouchers for households with children (term-time)	500,000	537,006
Allocation to the Holidays Activities and Food (HAF) Programme		15,248
Council Administration costs and contingency	230,000	134,361
Total Allocation and Spend	£3,121,161	£3,046,260

50. Corporate Leadership Team was briefed on the Covid Local Support Grant Part 1 allocation. The proposed allocation and actual spend for the Covid Local Support Grant Part 1 were as follows:

COVID LOCAL SUPPORT GRANT (PART 1) £544,943 ALLOCATION AND SPEND		
	Proposed Allocation £	Actual Spend £
Free School Meals (May half-term)		
Maintained and Academy Schools (School Age and Early Years)	370,000	362,590
Further Education Colleges	10,000	12,435
Alternative Education Providers	2,000	1,005
2, 3- and 4-year olds with Funded Early Years Provision or Early Years Pupil Premium in Private, Voluntary & Independent settings	20,000	27,840
Adults and Households without children supported through the Council (including vulnerable young people aged 19-24, and expectant parents)	10,000	750
Vouchers for households with children (term-time)	110,000	122,310
Administration costs	22,943	18,013
Total Allocation and Spend	£544,943	£544,943

51. The Council's administration costs covered additional staffing hours to manage and deliver the schemes. The allocation through the Covid Local Support Programme (Part 2) provides sufficient funding to provide Free School Meals during the Summer holidays for early years children, school age children, those in Further Education Colleges and Alternative Education Providers at £15 per week for five weeks, with £100,000 remaining to spend on administration and some contingency. It is therefore intended that this extension is only used to pay for children eligible for Free School Meals or early years funding and not support during term-time for other families and households with no children.

52. Due to the timing of the announcement for the extension of the scheme (Part 2) and the need to allocate vouchers before the end of term, proposals and a provisional budget were considered and supported by the Steering Group. Committee is asked to endorse the proposals and following budget allocation:

COVID LOCAL SUPPORT GRANT (PART 2) £2,179,772 ALLOCATION	
Free School Meals (5x week Summer Holidays)	
Maintained and Academy Schools (School Age)	£1,853,550
Further Education Colleges	£62,175
Alternative Education Providers	£5,025
2, 3- and 4-year olds with Funded Early Years Provision or Early Years Pupil Premium in Private, Voluntary & Independent and School settings	£139,250
Administration costs and contingency	£119,772
Total Forecast	£2,179,772

RECOMMENDATIONS

That Committee:

- 1) notes and considers the progress and outcomes of two Covid related grant schemes for children, families and vulnerable adults who have experienced financial hardship because of the Covid-19 pandemic.
- 2) endorses the proposals and budget allocation for the Covid Local Support Grant Scheme Part 2 extension which will provide supermarket vouchers to eligible children and young people during the summer holidays.

Laurence Jones
Service Director, Commissioning and Resources

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Constitutional Comments (CEH 14/07/21)

53. The recommendations fall within the remit of Children and Young People's Committee under their terms of reference. Reports on this central government Covid related grant funding have been taken to the Resilience, Recovery and Renewal Committee, and subsequently Policy Committee.

Financial Comments (JG 28/06/21)

54. Covid Local Support grant allocations are contained within the overall grant funding allocation of £2.180m and will be monitored through the monthly financial monitoring process and in line with the grant conditions.

Background Papers and Published Documents

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

[Covid Winter Grant Scheme – report to Children and Young People’s Committee on 30th November 2020](#)

[Covid Winter Grant Scheme - report to Children and Young People's Committee on 18th January 2021](#)

[Covid Winter Grant Scheme Equalities Impact Assessment December 2020](#)

Electoral Divisions and Members Affected

All.

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Appendix 1

Data analysis Covid Winter Support Grant - Vouchers for Households with Children (excluding school holiday FSM vouchers)

Fig 1: Vouchers allocated by Referral Source - Summary

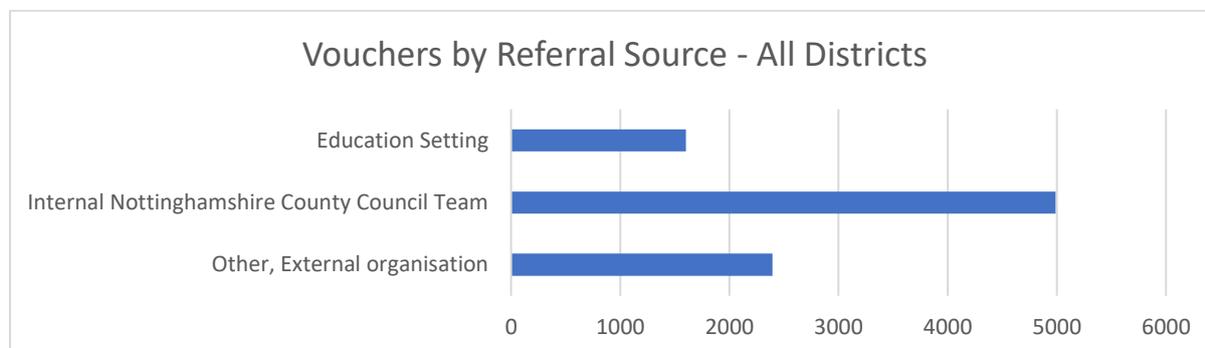


Fig 2: Vouchers allocated by Referral Source (broken down to service/team level)

Service	Department/Team	Total Applicants	Total Vouchers	Total Value
Internal Nottinghamshire County Council Team	Children's Centre Service	983	1504	£121,540.00
	Children's Social Care	985	1509	£115,980.00
	Early Help Unit	1	2	£180.00
	Family Service	903	1678	£141,230.00
	Leaving Care	155	190	£6,480.00
	Youth Justice	55	100	£7,740.00
	Youth Service	42	43	£3,210.00
Education Setting	Alternative Education Provider	21	29	£2,610.00
	Early Years (PVI) Setting	226	273	£20,880.00
	School	788	1301	£100,510.00
Other, External organisation	Organisations included CAB, Community Health Services, Domestic Abuse services, Job Centre Plus etc.*	1425	2406	£187,200.00
Total		5584	9035	£707,560.00

*A Detailed breakdown of external organisations was not included in the Covid Winter Grant Scheme so organisations such as CAB, Supported Accommodation providers, Domestic Abuse organisations identified themselves as 'other' in the categories provided. This data was later included for the Covid Local Support Grant.

Fig 3. Vouchers allocated by 'household type'

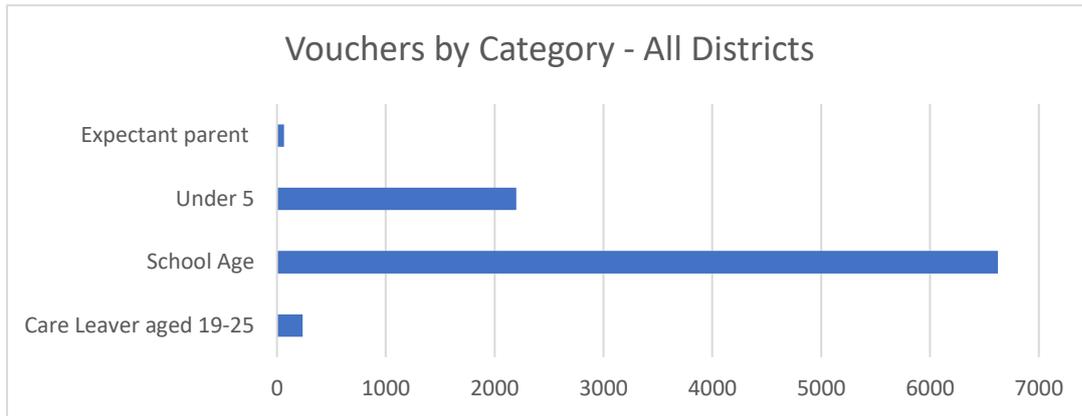


Fig 4: Vouchers allocated by 'Eligibility Criteria'

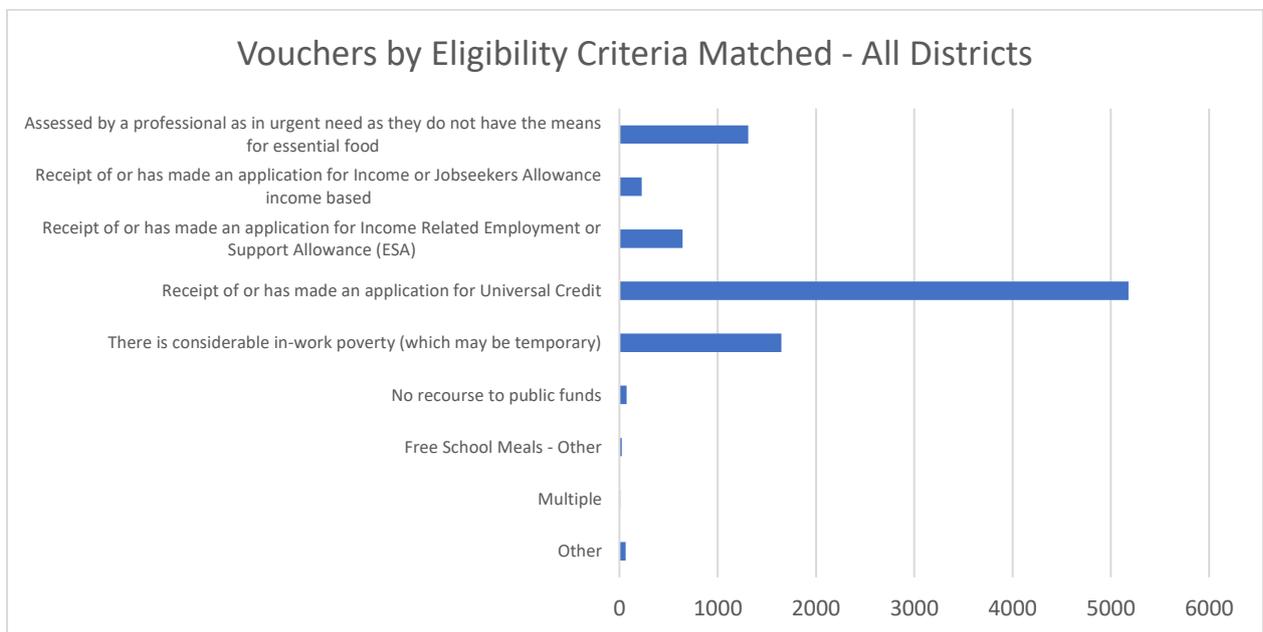


Fig 5: Vouchers allocated by District of Residence

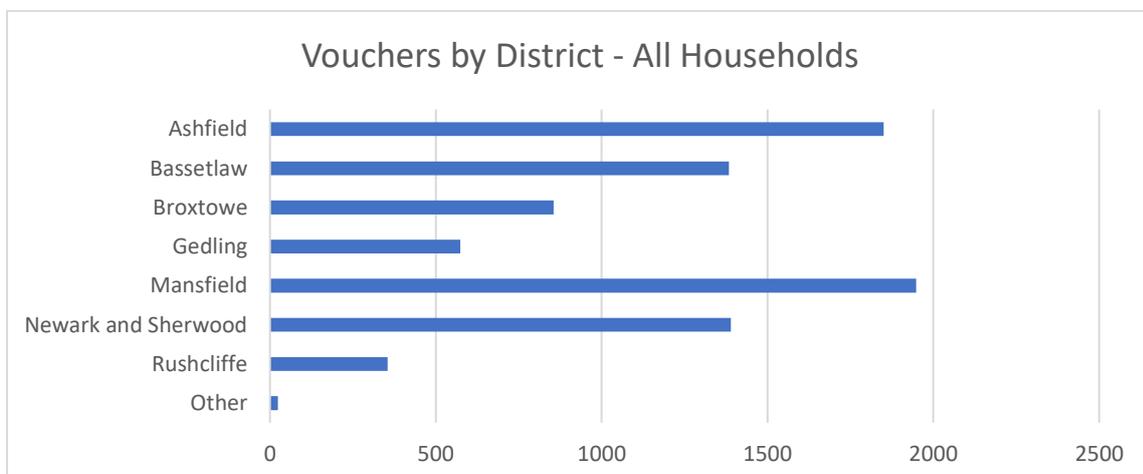


Fig 6: Vouchers allocated by Household Numbers

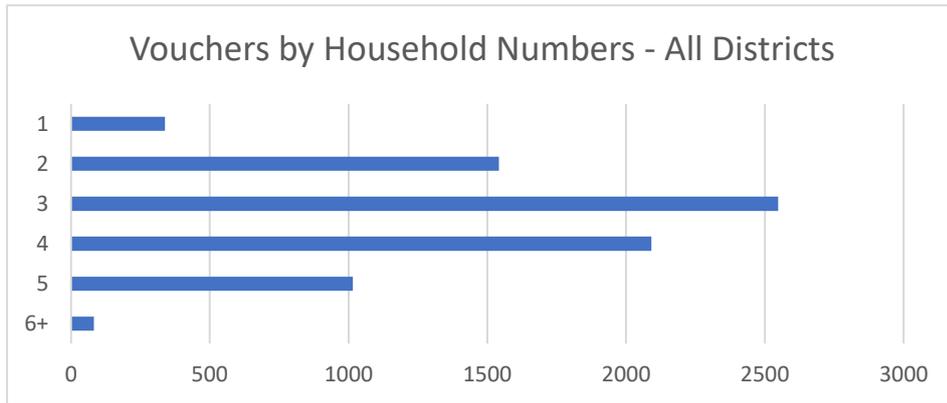
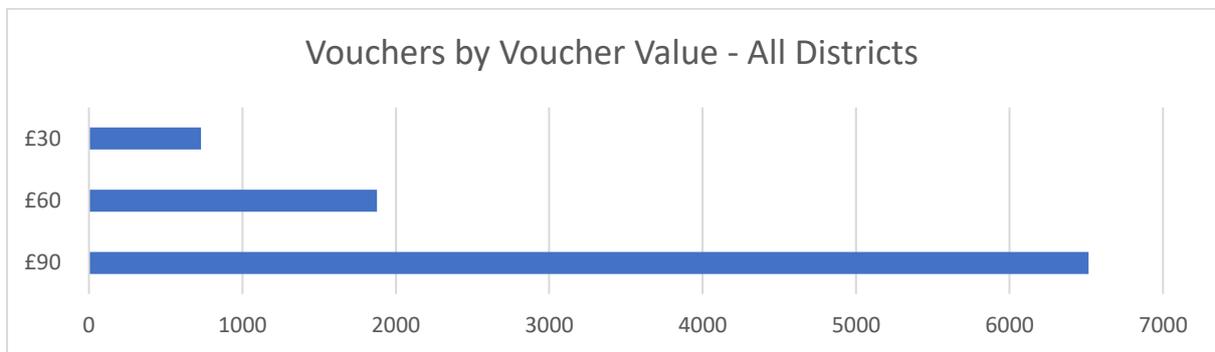


Fig 7: Allocation of Vouchers by Value



Appendix 2

Data Analysis Covid Local Support Grant (excluding school holiday FSM vouchers)

Fig 1: Vouchers allocated by Referral Source - Summary

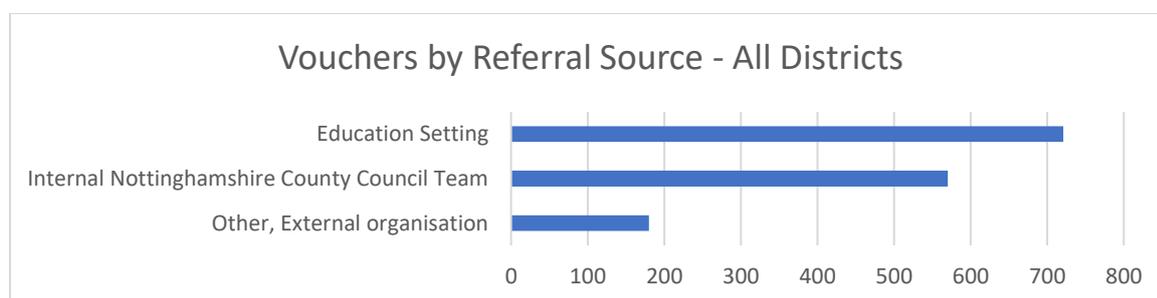


Fig 2: Vouchers allocated by Referral Source (broken down to service/team level)

Service	Department/Team	Total Applicants	Total Vouchers	Total Value
Internal Nottinghamshire County Council Team	Adult Social Care	2	4	£240.00
	Childrens Centre Service	108	178	£14,850.00
	Childrens Social Care	100	187	£15,180.00
	Early Help Unit	6	11	£990.00
	Education, Learning and Skills	5	10	£900.00
	Family Service	49	89	£7,560.00
	ICDS	0	0	£0.00
	Leaving Care	1	2	£120.00
	Placement and Commissioning	0	0	£0.00
	Youth Justice	1	2	£180.00
	Youth Service	45	87	£7,320.00
Education Setting	Academy School	20	40	£3,480.00
	Alternative Education Provider	0	0	£0.00
	Early Years (PVI) Setting	127	254	£21,120.00
	Further Education College	0	0	£0.00
	Maintained School	261	427	£36,630.00
Other External organisation	Citizens Advice Bureaux	3	5	£450.00
	Community Health Organisations	0	0	£0.00
	District / Borough Council	62	94	£7,830.00
	Domestic Abuse Charity	33	51	£3,900.00
	Family Nurse Partnership	9	9	£690.00
	Healthy Families Team	0	0	£0.00
	Job Centre Plus	0	0	£0.00
	Other	3	4	£330.00
Supported Accommodation Provider	9	17	£1,230.00	
Total		844	1471	£123,000.00

Fig 3. Vouchers allocated by 'household type'

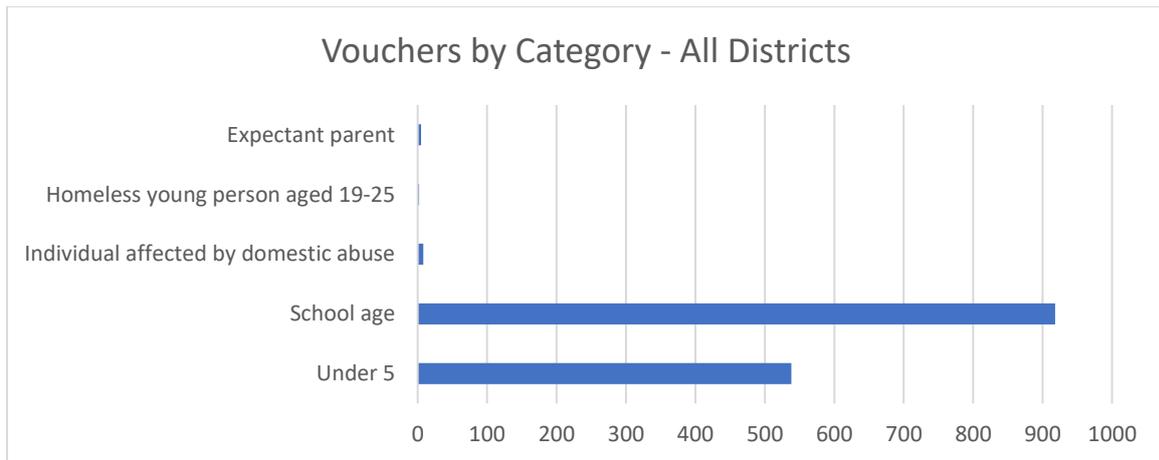


Fig 4: Vouchers allocated by Eligibility Criteria

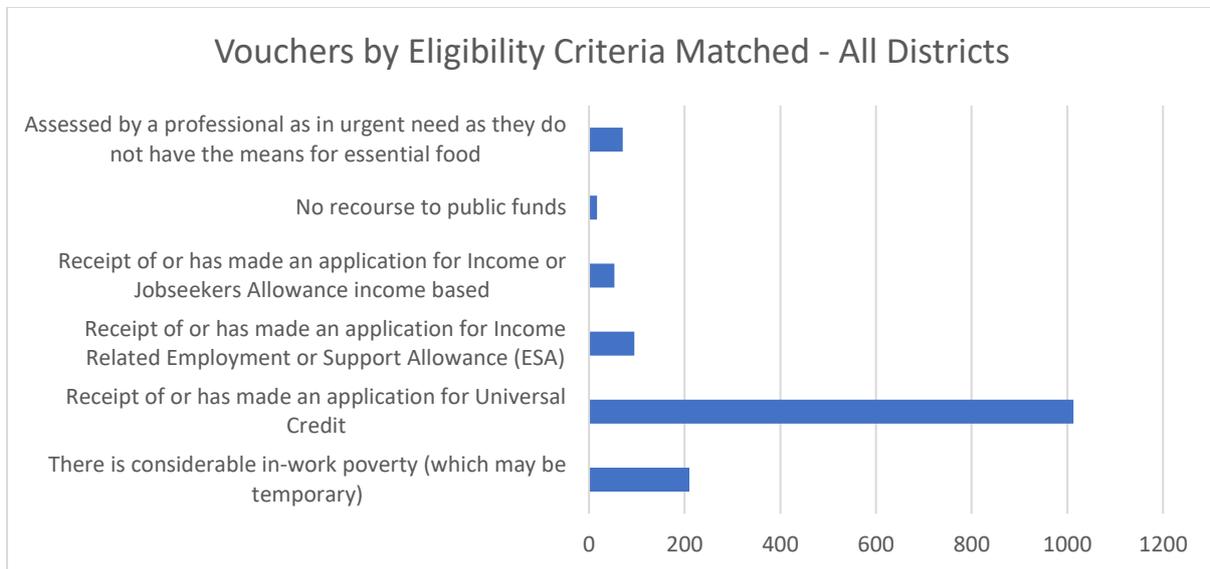


Fig 5: Vouchers allocated by District of residence

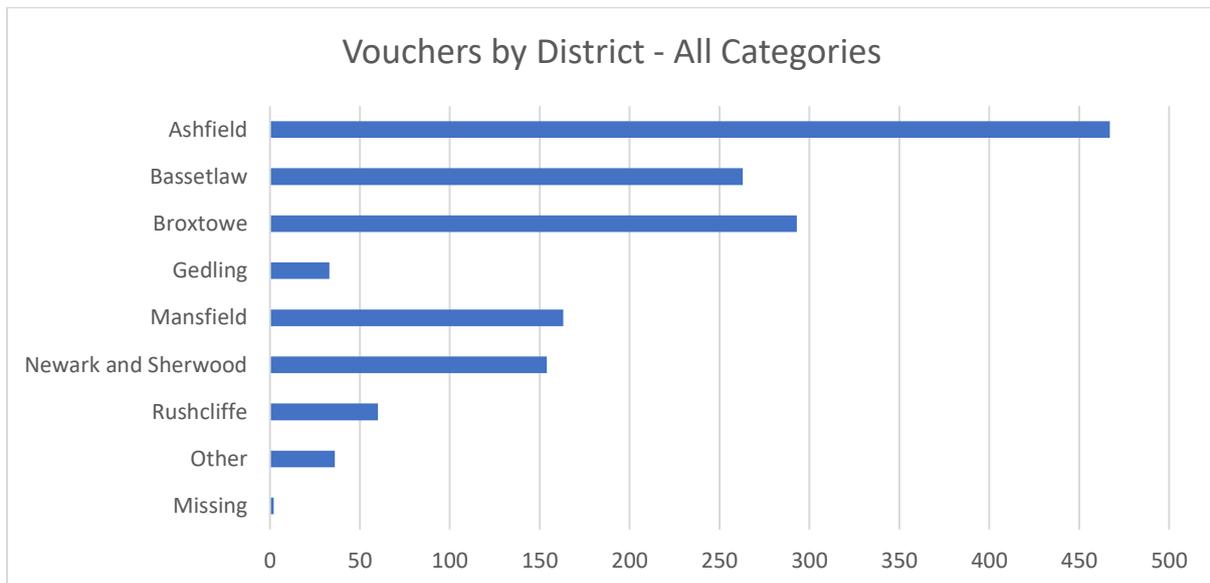


Fig 6: Allocation of Vouchers by Value

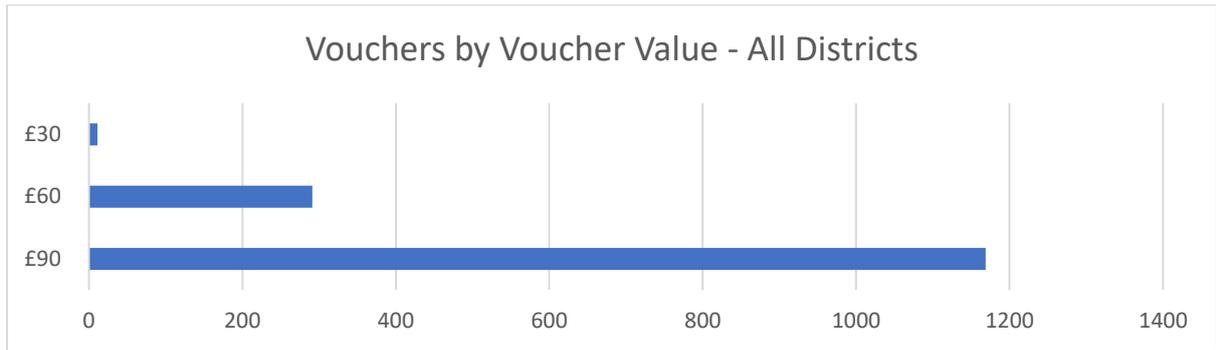
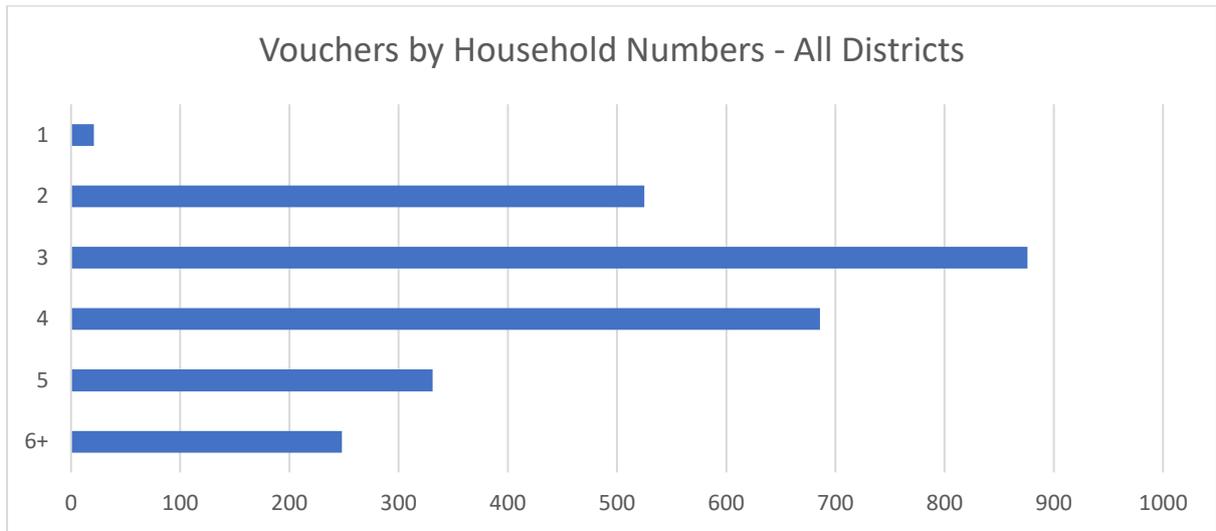


Fig 7: Vouchers by Household Numbers



Appendix 3

Covid Winter Grant Scheme District and Borough Council Provision

	District Allocations:		Service Delivery Costs	Admin costs	District Actuals:
Ashfield*	20%	£68,000	£68,000	£4,586	£72,586
Bassetlaw	16%	£54,400	£21,287	£5,070	£26,357
Broxtowe**	11%	£37,400	£34,850	£2,550	£37,400
Gedling**	12%	£40,800	£36,720	£4,080	£40,800
Mansfield	19%	£66,200	£61,364	£4,836	£66,200
Newark and Sherwood	15%	£51,000	£43,970	£5,828	£49,798
Rushcliffe	7%	£23,800	£22,300	£1,500	£23,800
Total	100%	£341,600	£288,491	£28,450	£316,941***

*Ashfield District Council was awarded a further £43,010 as demand was very high in the area. Rather than transfer this allocation to them, NCC created a ring-fenced pot of money through the voucher platform for them to use so it is not reflected in the figures above. They were also awarded additional funds as an admin fee of £4,586.

**Gedling and Broxtowe Borough Councils also allocated some of their funding to Nottingham Energy Partnership to meet demand in their districts for support with fuel and water bills (refer to Appendix 4).

***Unallocated funds were returned to Nottinghamshire County Council and were used to purchase vouchers for families.

	District/Borough Council – no of awards issued.		Third Party Organisations – no. of awards issued.	
	Households with children	Households without children	Households with children	Households without children
Ashfield	1034	555	145	491
Bassetlaw	44	187	334	537
Broxtowe	0	320	0	0
Gedling	20	121	23	430
Mansfield	444	1,766	3	8
Newark and Sherwood	0	450	350	0
Rushcliffe	0	0	96	5,985****
Total Awards	1,542	3,399	951	7,451

**** Rushcliffe Borough Council used their funding allocation differently from other areas as their allocation was a lot lower. They gave funds to Third Party Organisations who provided hot meals worth £3.67; and/or food parcels which cost less than the value of a voucher. This enabled them to use their funding allocation to support greater numbers of people even though the allocation per head was lower than in other areas.

Third Party Providers engaged by District and Borough Councils

Ashfield	<ul style="list-style-type: none"> • Hucknall Engage • Let's All Eat
Bassetlaw	<ul style="list-style-type: none"> • Bassetlaw Food Bank • Bassetlaw CAB • The Well Community Project • BDC Homeless – Housing Needs
Broxtowe	<ul style="list-style-type: none"> • Nottingham Energy Partnership
Gedling	<ul style="list-style-type: none"> • Arnold Food Bank • Netherfield Food Bank • The Ark Money Advice Service • Netherfield Forum • Nottingham Energy Partnership
Mansfield	<ul style="list-style-type: none"> • Fuel Bank Foundation
Newark & Sherwood	<ul style="list-style-type: none"> • Newark Foodbank • Newark Town Council • Blidworth on the Move • Social Action Hub • Bilsthorpe Community Group • Farndon Parish Council • Farnsfield Parish Council • The Well Newark • Collingham Village Care
Rushcliffe	<ul style="list-style-type: none"> • Cotgrave Community Kitchen • Meet Greet & Eat • Bingham Helping Hands • Friary • Keyworth Community Projects

Appendix 4

Covid Winter Grant Scheme Nottingham Energy Partnership Provision

Figure 1: Total Budget allocation for NEP

Total Allocations	
NCC Grant 1	£95,142.00
NCC Grant 2	£134,828.00
Broxtowe Borough Council	£25,250.00
Gedling Borough Council	£9,560.00
Total allocation received CWGS	£264,780.00

The County Council allocation to NEP was £229,970, this included an admin fee of £41,970 to recruit additional staff members to deal with queries and to process claims. This was provided through two grants as demand for the scheme was substantial and additional funding was therefore allocated.

The total allocation from Gedling and Broxtowe Borough Councils was £34,810.

Figure 2: NEP Breakdown of Spend for the Covid Winter Grant Scheme

Breakdown of spend	
Fuel payments	£128,791.38
Water payments	£94,018.18
Total spend on vouchers	£222,809.56

Figure 3: NEP Total value of awards split by Household Composition

	Total Value of Awards split by Household Composition		
	Families with Children	Families without children and Individuals	Total
Spend received by clients (£s)	£127,828.85	£94,981	£222,809.56
NEP Volumes (<i>no. of awards made</i>)	2,946	1,669	4,615

Appendix 5

Tackling Holiday Hunger - Free School Meals Provision During School Holidays

Fig 1: Number of Vouchers provided during school holidays by educational establishment and holiday

	Number of vouchers issued				
	Covid Winter Grant Scheme			Covid Local Support Grant (Part1)	Total vouchers issued by educational setting
	Christmas 2020	February Half Term 2021	Easter Holidays 2021	May Half Term 2021	
Mainstream Schools and Academy Schools (school age)	21,686	21,561	22,298	23,072	88,617
FE Colleges	659	733	537	829	2,758
Alternative Education providers	103	41	52	83	279
Private Voluntary Independent Early Years providers	2,221	1,285	973	1,856	6,335
School Early Years Providers	1,042	1,261	1,335	1,664	5,302
Total number of vouchers issued:	25,711	24,881	25,195	27,504	

The data in figure 1 does not show the number of children and young people who are eligible for Free School Meals or funded childcare, but the number of vouchers issued to children and young people who are already claiming their free school meal or childcare place. We understand that not all families claim their entitlements so would not be known to educational establishments as being eligible (this is particularly the case for children and young people of school age).

What can be evidenced however, is the increase in claims amongst school aged children of free school meals from 21,686 during the Christmas holidays 2020, to 23,072 to May Half term 2021. Data for other establishments do not include all children or all settings so this data does not evidence an increase in children eligible for FSM or funded childcare.

Figure 2: Estimated number of meals provided during the school holidays

	Christmas 2020 (x10 days)	February Half Term 2021 (x5 days)	Easter Holidays 2021 (x10 days)	May Half Term 2021 (x5 days)	Totals

Total number of vouchers issued by school holiday	25,711	24,881	25,195	27,504	103,291
Estimated Number of meals provided by school holiday	257,110	124,405	251,950	137,520	770,985

Appendix 6

Feedback from recipients of the schemes and local professionals

Comments from recipients of the Scheme

“Just wanted to give some feedback on the Covid grant scheme. I have found this scheme to be very helpful at a time when my outgoings have increased due to a year of shielding and having two children at home food costs have increased. Having the vouchers really did help take the worry away as I knew I could do an online food shop with them. I really appreciate the help and it was a very easy process. Thanks once again!”

Parent who accessed support through Butlers Hill Children’s Centre

‘Thank you so much, you really have taken a weight off, my partner is able to restart work on the 26th March so hopefully we will be in a much better position by the end of April I cannot Thankyou you enough’

Local Parent who accessed support through the Early Help Unit

‘yes, it was very straight forward, simple and a great help, we even managed to get actual meat for a proper dinner as opposed to processed chicken nuggets and chips - the kids haven’t eaten so well for a while! - I really can’t thankyou you enough’

Local Parent who accessed support through the Early Help Unit

“I’m so grateful for this and it will really help my family. This has been massive help”.

Nottinghamshire Independent Domestic Abuse Service (NIDAS) service user

“This will really help with our food budget as we were struggling when free school meal vouchers have stopped now kids are back in school”.

NIDAS service user

“It is stressful worrying about money and having enough to pay for everything - this has been a huge relief”.

NIDAS service user

“This voucher has been a massive help for me and my family”. NIDAS service user

“Today I received the news from my Tenancy Officer xxx (name of worker) who made the referral for me to hopefully receive the food voucher, this was successful, and I would just like to say a big Thankyou to those responsible for making this Scheme possible. This will help me so much as it has been such a difficult year for everyone with the Pandemic, but I lost my job to which I’d been there for 10 years to which I was devastated and as yet I’m still looking for suitable employment, I also have 2 children, one of whom attends a special School. So, this voucher will help me enormously. Many thanks.”

Parent accessing housing support from Ashfield District Council

“We’ve always worked hard & tried our best to keep on top of things but the last 10 months have really taken their toll and I was at the point of not being able to pay our essential bills, of which we are already in debit and paying the minimum amounts. Since I got the voucher, for the first time in a long time, I haven’t had to worry about paying for the shopping & I’ve been able to stock up on what we really needed. It means so much, thank you”.

Parent accessing Ladybrook Children’s Centre Cluster

“I can’t believe how much they have helped, chuffed with that thank you xxx (name of worker).” Parent who accessed support through Worksop Children’s Centre Cluster

“Thank you so much, I really appreciate it”

Parent who accessed support through Worksop Children's Centre Cluster

'That voucher really helped, I was able to get nappies and everything I need for the kids'

Parent who accessed support through Hawtonville Children's Centre

It's helped me to get things for the kids lunches and to get them some treats with the shopping, it's been £90 I haven't had to find that I've paid for childcare with, it's helped massively and I'm so grateful – mum who's partner is on/off furlough"

Parent accessing Ladybrook Children's Centre Cluster

"I just want to say a huge thank you for the shopping voucher".

Parent accessing Ladybrook Children's Centre Cluster

"I just wanted to send you some photos of the food we made using things from food club (combined with a few bits we had in the cupboard/freezer) ... I just wanted to show you guys what is possible thanks to your wonderful club! Thank you for having us as members."

Parent accessing Bassetlaw Rural Children's Centre FOOD Club

The parent provided photos of Tandoori chicken and chips, Tuna and Veggie pasta in cheese and chive sauce, Rhubarb crumble, Tomato pasta and meatballs and Oreo cheesecake. This parent was recruited to the Children's Centre Service Food Club after getting a Holiday Activities and Food package for easter, she also received an ASDA voucher through the Covid Winter Grant Scheme.

Comments from local professionals

"An amazing scheme my families are all so grateful!"

Early Help Case Manager, NCC

"Thank you! So efficient"

Children's Social Worker

"Can I just take this opportunity to say a big thank you to all your team. These vouchers have made such a difference to two of the families I work with and you have made it very quick and easy to access this help."

Family Support Worker

"Getting lots of grateful thank you's coming back from the families of West Street Pre-school. So, thank you for enabling us to do this service to our families".

Manager West Street Pre-School

"I'm amazed how well you are all responding to the constant changes and new initiatives - thanks for all the guidance that is coming out to us as it's invaluable."

Manager, Radcliffe on Trent Pre-School Playgroup

"I have made a referral this afternoon for a family, she actually cried to me on the phone saying what a difference it will make to her and means that she can now do her food shopping knowing she will have some spare money for half term week to do extra nice things with the children."

She is a single parent to 4 boys. She plans on buying enough ingredients to bake cakes and make homemade pizzas. It's something they love to do but she doesn't always have the budget in her shopping money to be able to afford for them all to make a cake each as they always want to decorate them differently". Children's Centre Worker, Kirkby East Cluster

"I just wanted to give a bit of positive feedback to the Winter Covid Grant scheme - I applied for it for two families yesterday for the £90 maximum for both of them as they are both in quite large families and both of them have received their vouchers in less than 24hrs. I am

amazed! And I have had some really positive feedback from the families about it too. It feels like we made quite a difference just with one small act that took minutes to do!"

Youth Worker

"I felt a little emotional myself thinking of them all cooking together next week".

Children's Centre Worker, Kirkby East Cluster

"I'm logging off tonight with a big smile on my face knowing we have made a difference to this family and the quality time they will have together".

Children's Centre Worker, Kirkby East Cluster

"I just wanted to say a massive thank you for all of your support regarding the winter grant scheme, this has been a massive help to the families we support. Also I just wanted to let you know how much of a massive help xxx was from NCC in regards to supporting me with this the project and in particular speedily getting the requests back to me to provide to our families before I went on leave, I know this couldn't have been an easy task with the amount of our families requesting vouchers and at such short notice.

All of our staff have been able to utilise the scheme to access vouchers for the clients they support and have all provided positive feedback regarding how the scheme was implemented. As I have taken a lead on this project from our organisations perspective I just wanted to add that I found the that once intimal teething issues were smoothed out (mainly in regards to eligibility/value of vouchers able to access per household) the process of requesting the vouchers, receiving these were applicable and providing these to clients was efficient and turn around was quite quick. I feel that the process of initially providing the Ashfield District Council families vouchers directly to clients via the HUGGG scheme also worked really well from the perspective of providing clients vouchers directly via ourselves".

Nottinghamshire Independent Domestic Abuse Service

"Really positive feedback from workers I have to admit I was unsure about the process, but it appears to work and quickly without too much worker time".

Youth Service Manager

"One family sent pictures to xxx (worker) thanking her and showing the amount of food she had brought and mentioning that she had been able to buy fruit for the first time in months."

Youth Service Manager

"I want to thank everyone involved in making this possible because it really has made such a positive impact on families that have been going through a very difficult time and not everybody would know they have been finding things a challenge! Great work everyone! Well-deserved appreciation".

District Council Worker

Case Studies from the Family Service

Family A

Parent shared they were eating mainly convenience food that the children liked, they could never afford to try buying items to try in case they were wasted. The children wanted home cooked meals and to cook together, but parent couldn't afford this. But by accessing grant its allowed them to start experimenting buying new things to try and been able to cook from scratch together, using fresh ingredients they have learnt they love Spaghetti Bolognese, pork casserole, sausage and mash, and moving onto home-made pizzas too. They wouldn't have had this opportunity if it were not for the grant and have thanked the Family Service for this as they now have a whole range of healthy meals, they know they like and can budget for this.

Family B

Parent thanked Family Service for this as it has allowed them to be able to buy additional items, food for the children. They manage finances usually, but this additional support has also allowed them to repay a debt but still provide everything for the children as needed, no debts support needed following this.

Family C

Single parent shared they were able to buy child's mum a small plant (Mother's day) but still have everything needed for the child as well - both said mum loved the flowers too, they have never been able to do this as on Universal Credit every penny is counted for, but with the support from the Family Service it has allowed parent to provide additional foods fruits and veg for child to try without worried about waste they now know more of what they like and spend his money on small gift– thank you .

Family D

Thanked Family Service as a new allocated case. One parent lost their job through Covid and the family has been struggling; this allowed them to ensure everything was provided for

Family E

Parents stated this support has allowed them to pay off bills with their Universal Credit and still shop ensuring the children had everything needed – Thanks

26th July 2021

Agenda Item: 15

REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL WORK

NOTTINGHAMSHIRE EARLY HELP STRATEGY 2021 - 2025

Purpose of the Report

1. The report is brought to raise Members' awareness of the recently published Nottinghamshire Safeguarding Children Partnership's Early Help Strategy 2021 – 2025 and to confirm reporting requirements to future meetings of the Committee.

Information

2. The Early Help Executive, established in January 2020 and chaired by the Group Manager for Early Help and Youth Justice Services, is a sub-group of the Nottinghamshire Safeguarding Children Partnership ('the Partnership'). The executive brings together senior stakeholders from across the Partnership and its membership includes Local Authority children's services, health providers and commissioners, district councils, police, Department for Work and Pensions and third sector partners.
3. Last month, the Partnership's Strategic Assurance and Improvement Group approved for publication the Nottinghamshire Early Help Strategy 2021-25, attached as **Appendix 1**. The intention of the Early Help Strategy is to establish an overarching set of principles which all Early Help services are signed up to, no matter their area of particular focus and which of the above plans they are governed by. The strategy also sets out priorities for development over the next five years. These are goals shared by all services – ways of working that services are yet to have fully embedded but that they strive towards together.
4. The Partnership's approach to Early Help is underpinned by the following principles:
 - Our ambition is for Nottinghamshire to be a place where birth and social background do not hold people back from being healthy, safe and happy, and being able to contribute to society.
 - We believe Early Help is everyone's responsibility, and that this is how families will receive support from the right service at the right time for them.
 - We will take a holistic approach considering the needs of the whole family when assessing and responding to the needs of children and young people

- We will work together, with families in the centre; a multi-agency partnership of universal and targeted services, community organisations and families.
- We will take a strengths-based approach, focussing on family assets and using relationship-based practice.
- We will endeavour to commission and deliver evidence-based interventions that have been shown to make a difference.

5. The Partnership's Early Help development priorities are:

- **Community Resilience** – promoting and supporting communities to be resilient is about equipping them with the tools to confidently and creatively use their assets to develop local solutions which address local challenges
- **Family Hubs** – bringing a range of teams who serve the same local community together is one of the ways that we will ensure closer integration and joint working to achieve shared outcomes for families
- **Contextual Approaches** – for several years the Early Help Partnership has taken a Whole Family approach, with assessments that consider the strengths and needs of all household members and not just those of an individual child. We are ambitious to expand this model to include the wider context in which the child is growing up, and in coming years staff will be trained to assess the neighbourhood, peer group and online context.
- **Data Maturity** – our work as a partnership is underpinned by the appropriate and ethical use of data. We are committed to improving the way we work together to share what we know about our families and their neighbourhoods so that we can use the data that is collected to understand need and improve services for families.

Implementing the development priorities in Nottinghamshire County Council Children's Services

Community Resilience

6. The Community Resilience task and finish group has identified several objectives to work on over the coming months to help build resilience in some of Nottinghamshire's most disadvantaged communities. These include exploring how the Partnership can:
- Learn from models of social prescribing developed within Public Health to enable early help practitioners to support families
 - Introduce community organising approaches within the early help workforce so that we can encourage parents to engage with and develop local peer support networks that are sustaining
 - Explore how aspects of community resilience (community organising / self-help / Peer Support) can be built into commissioning frameworks
 - Scale up evidence informed peer-led parenting programmes in local communities using Empowering Parents Empowering Communities (EPEC).

7. The plan to scale up evidence informed peer-led parenting programmes is progressing well despite the challenges of the Covid pandemic. The Empowering Parents Empowering Communities programme offers a range of peer-led parenting programmes such as Being a Parent, Living with teenagers, Parenting children with ASD/ADHD and a parental conflict course called Being a Parent Together. Parents are recruited, trained and supported by four coordinators working across the County and within the Children's Centres. In the past year 30 schools (mainly primary) have been successfully engaged by the Empowering Parents Empowering Communities Hub Coordinators and by the end of the summer Nottinghamshire's Family Service will have recruited and trained over 30 parents as Volunteer Group Leaders. A number of parent volunteers have been recruited to deliver Empowering Parents Empowering Communities courses within the Children's Centre Service. In autumn 2021 work will begin to engage secondary schools in the programme. Recruitment and training of volunteers is being managed in a phased manner to ensure volunteers are well trained and supported. Empowering Parents Empowering Communities courses usually last about eight weeks. Over the winter and spring the Family Service and the Children's Centres have worked collaboratively to offer condensed versions of the programme remotely. In total the volunteer Parent Group leaders have delivered up to a dozen courses to just over 60 adults.

Family Hubs

8. The Family Hubs Task and Finish Group is chaired by the Group Manager for Early Childhood Services and involves a range of partners including District Councils, Health Services, Youth Service, Early Help Services, Children's Centre Service, Inspire Culture, Job Centre Plus and many more. The group has been brought together to scope the development of Family Hubs in Nottinghamshire in line with national policy direction.
9. Family Hubs are for families with children and young people aged 0-19 years. They can access a broad range of services to overcome difficulties and build stronger relationships amongst family members.
10. Family Hub services have a range of objectives, varying from area to area, but will broadly speaking provide early help and intervention for families with the aim of improving education, health and public service outcomes for children and adult members of the family. This will mean all children and family service professionals move away from silo-working and work in a much more joined-up way, supporting the whole family. This matters, whether it is about improving the support for every family on day-to-day basis, or at the other extreme, ensuring that children are not ignored, and abuse spotted before it is too late.
11. The Task and Finish Group is currently carrying out mapping and engagement exercises to identify potential physical assets that could provide services for families with children aged 0-19 years, including young people up to the age of 25 years who are Care Leavers or have an Education Health Care Plan. Target areas are being confirmed and will be a mixture of 'priority neighbourhoods' identified with district and borough councils, as well as areas with greater numbers of children in low income households and areas identified using the Income Deprivation Affecting Children Index (IDACI).
12. Consultation and active engagement of children, young people and families will be a priority of the group and where possible, the group is keen to get families involved in the governance and delivery arrangements of these new Hubs.

13. A virtual Family Hub is also being created using both the Notts Help Yourself website as an online resource for all families, and the Early Help Unit as a route into services and support.
14. Further reports focusing on Family Hubs will be brought to the Committee as work progresses and consultation findings with families and stakeholders are reviewed and analysed. Committee will be asked to approve proposals to create Family Hubs in areas of need, using existing appropriate physical and virtual assets of the County Council and its partners.

Contextual Approaches

15. The focus of the Contextual Approaches Task and Finish Group will be on workforce development across the early help partnership. The ambition is to upskill the workforce to recognise and respond to the way children, young people and families are being affected by their environment, or 'context'.
16. Multi-modal training, tools and templates will be developed to support the workforce to assess contexts in which a family lives when undertaking assessments. Staff will learn to be mindful of the impact of issues such as peer groups, social media, parental conflict, education exclusion, health inequalities and local employment opportunities on a child, young person or families presenting behaviours.
17. Contextual Safeguarding training has already been delivered with several professionals who work with adolescents, to understand and respond to extra familial harm (criminal or sexual exploitation, youth violence, radicalisation, harmful sexual behaviour). The reach of this training will be extended to a wider group, including police, district and borough council community safety teams and housing departments.

Data Maturity

18. The Data Maturity Task and Finish Group will provide governance, overseeing data sharing and use across all partners to support families. Data sharing agreements between different Local Authority departments and health, housing and police will be reviewed to achieve the regular submission of relevant open individual level data feeds. Data will be aggregated and analysed on a locality level, with partners able to access data dashboards through a shared and secure online data hub.
19. This will allow services to target relevant support, getting the skills mix in their teams and hubs right for the community they are serving.

Other Options Considered

20. No other options have been considered.

Reason/s for Recommendation/s

21. The Nottinghamshire Early Help Strategy 2021-2025 aligns with the priorities of the Council Plan 2017-2021.

22. The report ensures Members are informed of the progress of developments against this high profile agenda.

Statutory and Policy Implications

23. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment 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

24. There are no financial implications for publication of the strategy and these priorities will be delivered within existing resources.

RECOMMENDATION/S

That Committee:

- 1) agrees to receive an annual update of progress against the priorities in the Early Help Strategy 2021 – 2025, attached as **Appendix 1**.
- 2) considers whether there are any further actions it considers necessary as a result of the information contained in this report.

Steve Edwards

Service Director, Youth, Families and Social Work

For any enquiries about this report please contact:

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Constitutional Comments (AK 25/06/21)

25. This report falls within remit of Children and Young People's Committee by virtue of its terms of reference.

Financial Comments (LCD 25/06/21)

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

Background Papers and Published Documents

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

[Family_Manifesto.pdf \(strengtheningfamiliesmanifesto.com\)](https://strengtheningfamiliesmanifesto.com)

[Planning early childhood services in 2020: Learning from practice and research on children's centres and family hubs | Early Intervention Foundation \(eif.org.uk\)](https://www.eif.org.uk/learning-from-practice-and-research-on-childrens-centres-and-family-hubs)

[The best start for life a vision for the 1,001 critical days.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/421241/the-best-start-for-life-a-vision-for-the-1001-critical-days.pdf)

Electoral Division(s) and Member(s) Affected

All.

C1477

2021
2025



Nottinghamshire Early Help Strategy



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Foreword

In Nottinghamshire all partners are committed to working together to ensure children, young people and families receive the right support at the right time. We know that timely support provided early in the life of the child, or soon after the emergence of a problem, prevents problems escalating and maximises opportunities for children to thrive.

We know that Early Help Services are not provided in a bubble, but function as part of a complex system of universal, targeted and specialist support which works together with families and networks. It is important to us that these services continue to work together in an integrated way, and that development of these services is coordinated to deliver maximum benefit. Which is why in our partnership strategy we have set out the areas we will prioritise over the next four years to improve Early Help services for Children and Families in Nottinghamshire:

Community Resilience – Promoting and supporting communities to be resilient, equipping them with the tools to confidently and creatively use their assets to develop local solutions which address local challenges

Family Hubs – Bringing a range of teams who serve the same local community together under one roof (be it virtual or physical) to ensure closer integration and joint working to deliver positive outcomes for children and families

Contextual Approaches – developing our Whole Family approach, which uses assessments that consider the strengths and needs of all household members to include the wider context in which the child is growing up, and including the neighbourhood, peer group and online context.

Data Maturity – We are committed to improving the way we work together to share what we know about our families and their neighbourhoods so that we can use the data that is collected to improve services for families.

It is commendable that such that a wide range of services across the Early Help partnership have come together to develop this strategy. We look forward to seeing the positive impact on outcomes for children and families that we expect this approach to deliver.

Rosa Waddingham,

Nottinghamshire Safeguarding Children Partnership Strategic Leadership Group Chair

Chief Nurse Nottingham and Nottinghamshire Clinical Commissioning Group and Integrated Care System

Introduction

Nottinghamshire's Early Help Executive

The Early Help Strategy 2021-25 sets out that commitment and our ambitions for Early Help for children and families in Nottinghamshire; the principles that guide Early Help services; and our shared development priorities.

Our Early Help Executive brings together senior stakeholders from across the Nottinghamshire Safeguarding Children's Partnership who are committed to the delivery of the strategy.

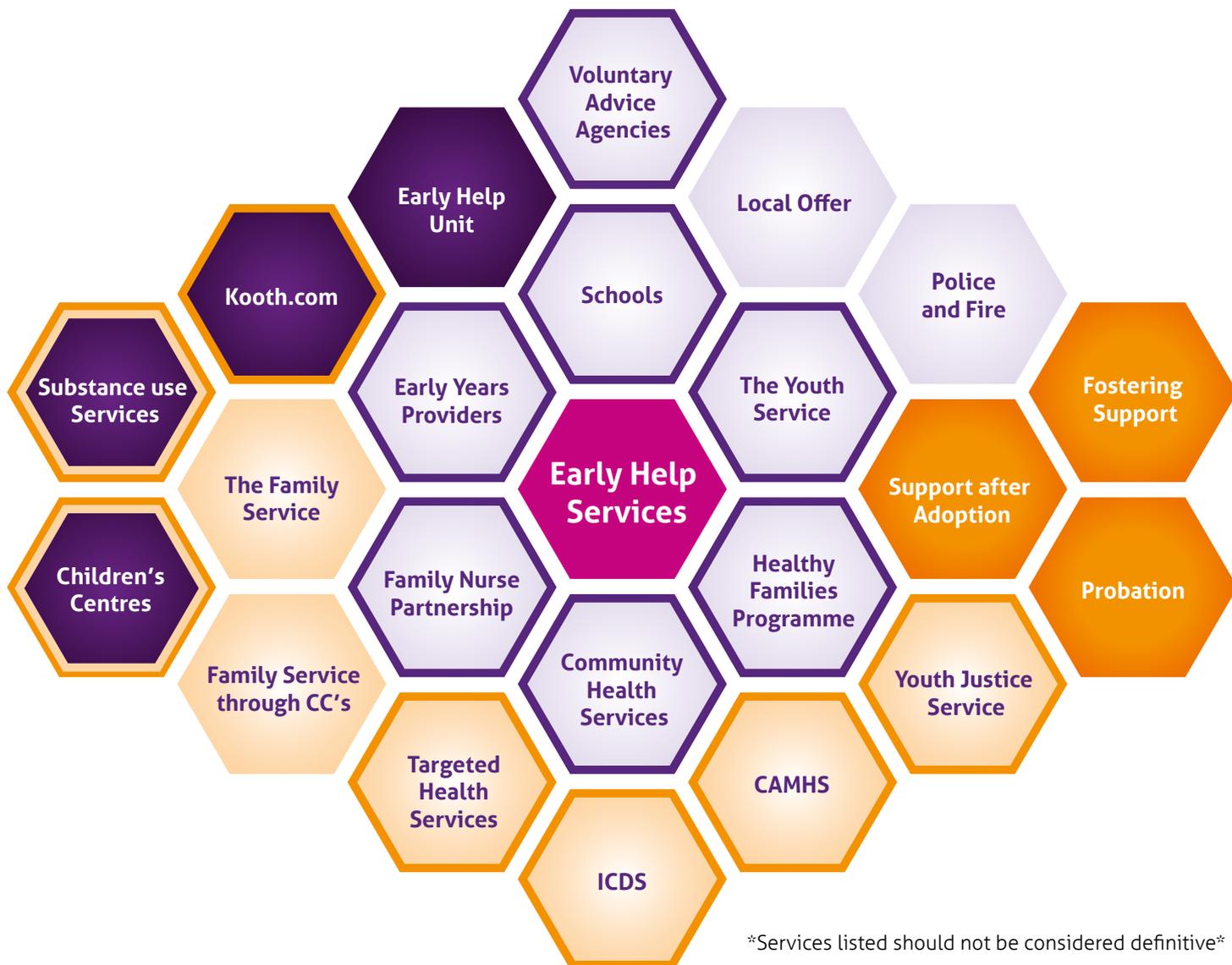
The Executive is a subgroup of the Nottinghamshire Safeguarding Children's Partnership and its membership includes local authority children's services, health providers and commissioners, district councils, police, DWP and third sector partners. A detailed list of partners signed up to the strategy can be found in the infographic on page 22.

The Early Help Executive will review the strategy annually and report progress to the Safeguarding Assurance and Improvement Group (SAIG) of the Nottinghamshire Safeguarding Children's Partnership.



What is Early Help?

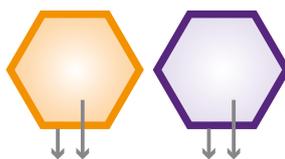
Nottinghamshire has adopted Professor Munro's definition of Early Help¹, meaning "help provided early in the life of a child and early in the emergence of a problem."



Services listed should not be considered definitive

Key

- Level 1 - Universal
- Level 2 - Early Help
- Level 3 - Targeted Early Help
- Level 4 - Specialist Services



Service/s available at multiple levels

¹ The Munro Review of Child Protection 2011 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175391/Munro-Review.pdf

In Nottinghamshire, services are considered to be providing Early Help both when issues are emerging and when they are entrenched, with the latter to prevent escalation into statutory services.

Services that provide Early Help to children and families in Nottinghamshire include

- The Early Help Unit in relation to advice and signposting
- The Children's Centre Service
- The Family Service
- The Youth Service
- The Youth Justice Service
- Educational establishments including early years settings, schools, colleges, supported by the Tackling Emerging Threats to Children team, amongst others
- Early support and specialist services for children and young people with special educational needs and disabilities, including the Integrated Children's Disability Service (ICDS)
- Universal and specialist health services, including maternity services, Infant Feeding Coordinators, Healthy Families Programme, GPs, Family Nurse Partnership, Child and Adolescent Mental Health Services (CAMHS), Integrated Health and Wellbeing Service, community paediatrics, physiotherapy, occupational therapy, speech and language therapy, contraceptive and sexual health services, substance use services
- The police, including Schools Early Intervention Officers and the 'Prevent' team
- Voluntary and community sector providers.



Strategic Context

Nottinghamshire’s Early Help System spans a range of departments within numerous organisations. Several partnership strategies, local plans and strategic documents exist to guide and govern this area of work.

<p>Improving Educational Opportunities for All</p> <p>Accelerate progress of all children from their starting points – particular focus on minority groups and special educational needs</p>	<p>Youth Justice Strategy</p> <p>To ensure the best outcomes, regardless of a child's place within the criminal justice system and the frequency of offences</p>	<p>Best Start Strategy</p> <p>Emphasises the importance of making healthier decisions early, from pregnancy, with a focus on pre-school children</p>	<p>Children Missing Education Strategy</p> <p>To track, monitor and maintain contact with children and young people at risk of or already missing education</p>
<p>Looked After Children Strategy</p> <p>A joint statement of intent between NCC and partner agencies to deliver the best outcomes possible for children coming into care</p>	<p>Reducing Avoidable Injuries in Children and Young People</p> <p>Aims to raise the profile of avoidable injuries and highlight the possibilities for avoidable injury reduction</p>	<p>Young People’s Health Strategy</p> <p>Defines ‘where we want to get to’ regarding improving the health of young people in Nottinghamshire and how to achieve this</p>	<p>Strategic SEND Action Plan</p> <p>Outlines why the key areas identified in the SEND Policy are a priority and steps over the next couple years to achieve them</p>

The intention of the Early Help Strategy is to establish an overarching set of principles which all Early Help services are signed up to, no matter their area of particular focus and which of the above plans they are governed by. The strategy also sets out priorities for development over the next five years. These are goals shared by all services – ways of working that services are yet to have fully embedded but that we strive towards together.

Principles and Partnership Working

Nottinghamshire's Early Help Partnership approach to providing Early Help is underpinned by the following principles:

- Our ambition is for Nottinghamshire to be a place where birth and social background do not hold people back from being healthy, safe and happy, and being able to contribute to society.
- We believe Early Help is everyone's responsibility and that this is how families will receive support from the right service at the right time for them.
- We will take a holistic approach considering the needs of the whole family when assessing and responding to the needs of children and young people.
- We will work together, with families in the centre; a multi-agency partnership of universal and targeted services, community organisations and families.
- We will take a strengths-based approach, focusing on family assets and using relationship-based practice.
- We will endeavour to commission and deliver evidence-based interventions that have been shown to make a difference.





Recognising the impact of Covid-19

The Covid-19 pandemic has widened existing inequalities across society. It is important that we reflect and acknowledge the changing needs of children, young people and families as a result of Covid-19 and the associated restrictions.

Several national reports have examined the impact of the Covid-19 pandemic on children, young people and families. Many parents found their ability to cope with their pregnancy or baby had been impacted and reported that the changes brought about by Covid-19 had affected their baby or young child. Many more families are experiencing food insecurity and the number of children living in poverty is rising. There is a risk to child development, including to social and emotional development, as a result of Covid-19 restrictions. The achievement gap will widen as a result of the varying abilities of parents to support their children to learn at home whilst schools are closed. Domestic abuse is likely to have increased. There is also a higher prevalence of emotional and mental health needs in parents and children, and fewer opportunities to identify and support them.

Families with lower incomes, those from Black, Asian and minority ethnic communities, and young parents, have been hit hardest by the effects of the Covid-19 pandemic. It is more important than ever that we target our joint efforts to support these families.

Early Help Development Priorities

Community and Connectedness

Nottinghamshire's Early Help Partnership will work to improve the '**sense of community and connectedness**' within its offer for families. There is an ambition to work together as a partnership to improve performance and embed new ways of working in three priority areas:

- **Community resilience**
- **Locality family hubs**
- **Contextual approaches to working with families**

Task and finish groups for each workstream will develop detailed delivery plans and will report to the Early Help Executive. The Exec will produce an annual update to report on progress against priorities, and the impact the strategy is having on children and families in Nottinghamshire.



Community Resilience

A resilient community can withstand, adapt to and recover from, adversity.

Promoting and supporting communities to be resilient is about equipping them with the tools to confidently and creatively use their assets to develop local solutions which address local challenges such as improving the community's physical, behavioural and social health.

A resilient community is a connected community.

'Community' as a term is often used as shorthand for the connections between people. This is the relationships, bonds, identities and interests that join people together or give them a shared stake in a place, service, culture or activity.

In Nottinghamshire, we wish to focus on building community resilience to achieve several benefits:

- Upskill community / build community assets
- More sustainable outcomes for families and communities
- Reduce reliance of public funded services through needs being met by the community
- Reduce re-referrals into statutory services through sustainable community-based support for families
- Promote a preventative approach
- Foster a culture within services that values volunteers and supports them to develop skills and move towards employment.



What are we going to do?

Upskilling residents in their local community to deliver services, with support for community-based peer-led mentoring and volunteering programmes – such as Empowering Parents Empowering Communities, and BABES breastfeeding peer support groups.

Upskill the workforce to promote community organising approaches to improving neighbourhoods for families.

Influence the commissioning of Early Help services to have a greater focus of community resilience and community organising approaches.

How will we know when we have achieved it?

Community volunteers trained to deliver parenting programmes, peer support and community organising approaches.

Peer-led groups and community-organised projects are widespread countywide – these will meet a wide range of needs, addressing issues the community has identified as important to them.

Family members will be engaging with new types of community activities, they will be giving and receiving peer support and we will see evidence of needs being met through the reduction in re-referrals into services.

Services will deliver interventions which promote community resilience – within a culture of co-production across all services that values the contribution of volunteers through peer-led approaches.

Locality Family Hubs

A Family Hub is a 'one-stop shop' for families to access Early Help services in their local area. Hubs can include a wide range of services such as third sector organisations, children's centres, family services and health providers. A Family Hub could be the alignment of services physically in one building or virtually in the way families access support. What is important is that a family experiences joined up services which are relevant to their local community and are easy to access when they need them.

Family Hubs involve much closer working by organisations delivering child and family services, all of which should sign up to a multi-agency integrated approach based on collaboration, co-ordination and joint prioritisation.

Existing place-based Family Hubs which are made up of many services, interventions and interactions are difficult to describe and compare. The substantial variation in how Family Hubs have been organised and delivered locally has made it challenging to evaluate their impact and so questions about the relative effectiveness of different models are not easy to answer from the available evidence.²



² Early Intervention Foundation 2020 <https://www.eif.org.uk/report/planning-early-childhood-services-in-2020-learning-from-practice-and-research-on-childrens-centres-and-family-hubs>



A new National Centre is being developed to support local partnerships with the design of Family Hubs and thus ensure robust evaluation of the effectiveness and value for money of the Family Hub approach. This will help us in understanding which models work most effectively and can be replicated, as well as the best way to integrate a range of family services. The National Centre will draw on existing good practice among councils, where hubs often operate an 'open door' approach and families can be referred for extra help by a range of professional services. Local leads will work with the National Centre to ensure that learning from evaluation is actioned and effective performance arrangements are established from the outset.

Family Hubs play a critical role in providing:

- An easily accessible, local delivery point for services
- Targeted services based on local need, with the aim of building resilient families
- Integrated services with multi-agency, multi-disciplinary teams who know their community and understand its needs
- Multi-agency joint decision making at regular allocation meetings, to decide how best to support individual families.

DWP Youth Hubs are also being established in Nottinghamshire. This initiative will mean that young people in need of support to enter employment education or training are able to access a range of relevant services all from one location.

What are we going to do?

We will establish a Nottinghamshire Family Hubs Task and Finish Group which will champion and deliver effective and meaningful multi-agency planning and service delivery to contribute to the creation of Family Hubs to better support families, children and young people.

A needs assessment and mapping exercise will be undertaken to identify potential physical community assets which could be identified as Family Hubs or developed into Family Hubs. Localities for the development of new Family Hubs will be in areas experiencing greater inequalities.

Every local authority is required by statute to make evidence-based choices about the most effective way to deliver local place-based early childhood services (children's centres). Many existing Children's Centre Service buildings in Nottinghamshire can already be identified as a Family Hub with a focus on early childhood; the development of Family Hubs for 0-19 year olds (up to 25 for Care Leavers and Young People with Special Educational Needs) provides an opportunity to work with families to expand the service offer in one or two pilot sites initially. We will seek to maximise the existing portfolio of buildings, (that are at times under-utilised)– this will be good for the local community, and good for the council in terms of value for money and cost benefit.

Parents and carers will be fully engaged in the development/improvement of a local universal virtual Family Hub which will focus in the main on the review and redevelopment of the Notts Help Yourself website.

Explore the re-development/expansion of joint allocation and assessment meetings to provide effective integrated support packages.

The needs of local parents and carers, and children and young people will be better understood through needs assessments, consultation and the co-production of physical and virtual Family Hubs.

Young people will be fully engaged in the development and evaluation of Family Hubs and Youth Hubs in order for them to be 'young people friendly', taking into account their specific needs and concerns regarding confidentiality.

Family Hubs will be linked to DWP Youth Hubs and plans for both will be developed together wherever possible, with further integration between Youth Hubs and the council's Young People's Service.

How will we know when we have achieved it?

Family Hubs will facilitate prevention and early help, as well as working alongside specialist and statutory services. Families should be able to report a seamless pathway to access a range of support.

A shared outcomes and performance framework will be developed locally to help assess the impact of Family Hubs on outcomes for children, young people and families. Activities should demonstrate the benefits of integrated working.

At least two physical community assets (one to be a children's centre) are progressed to become pilot Family Hubs with evaluation and impact measures evidence a range of positive outcomes and experiences for families.

Families will report that they can access relevant and up to date online information through one local website identified as a virtual Family Hub. Families Information Service annual customer satisfaction exercises will continue and feedback from the 2021 annual customer satisfaction will be actioned.

There will be evidence of young people accessing Family Hubs and they report that Family Hubs are young people friendly and meet their needs.

Family Hubs will evidence value for money and that they are effective early help approaches by reducing the need for specialist and statutory services such as children's social care.

Family Hubs will harness community engagement, capacity and resilience by working with local volunteers to help the delivery of Family Hubs.

Contextual approaches to working with families

Taking a contextual approach is an extension of whole family working. It means considering individuals not just in the contexts of their families, but families within the context of their environment – both physical and virtual. We should seek to understand and support families in the context of their relationships (household, extended family and friendships), their community (neighbourhood demographics, culture and assets). We should understand and protect children from contextual risks such as criminal, or sexual exploitation, and radicalisation.

When working with families and younger children it means considering what is happening in the physical and virtual community that is either an asset or a barrier to a family thriving and actively including this knowledge in your plans with the family. Understanding how trauma and adverse childhood experiences affect children, and young people, parents, and carers is also important part of taking a contextual approach.

When applied to working with adolescents, a contextual approach also recognises the relationships that young people form outside of their families – in their neighbourhoods, schools and online – and that these can be both a protective and a risk factor for them.

Parents and carers may have little influence over these contexts, therefore Early Help Services working with adolescents must target interventions beyond the family home when seeking to support young people to make progress and achieve their potential.



What are we going to do?

Train the multi-agency Early Help workforce to understand the impact of social media on the lives of children, young people and families. Establish an engaging and effective online presence for Early Help Services.

Develop training, tools and templates to support the multi-agency Early Help workforce to consider the context in which a family lives when undertaking assessments, with staff whom are mindful of the impact of issues such as parental conflict, education exclusion, health inequalities and local employment opportunities.

Improve and raise awareness of the information available to the Early Help workforce about the neighbourhoods in which families live, so that this can be considered when planning how to support the family.

Train the multi-agency Early Help workforce who work with adolescents to understand and respond to extra familial harm. Develop strategies for tackling these emerging risks which take a contextual approach – including peer group interventions, and neighbourhood assessments and plans.

Develop the workforce to be Trauma Informed.

How will we know when we have achieved it?

There will be evidence of assessments and intervention plans which consider the role that social media plays in the lives of families. We will see families safeguarded from the risks posed and supported to access the best that the online world has to offer. Early Help Services will develop engaging and effective online content.

Frontline staff will have access to and be confident in using data and intelligence about the locality they work in. They will be able to consider what the information means for supporting families in that area.

Within Early Help Assessments there will be increase in the analysis of the impact of contexts on the circumstances of families. We will see neighbourhood risks and strengths referenced, and influence of peer groups, friendships and family networks considered.

We will see a change in the way we work with adolescents. We will see plans which focus not just on the resilience of the young person to withstand risk of extra familial harm, but which seek to address the context in which the risk is posed.

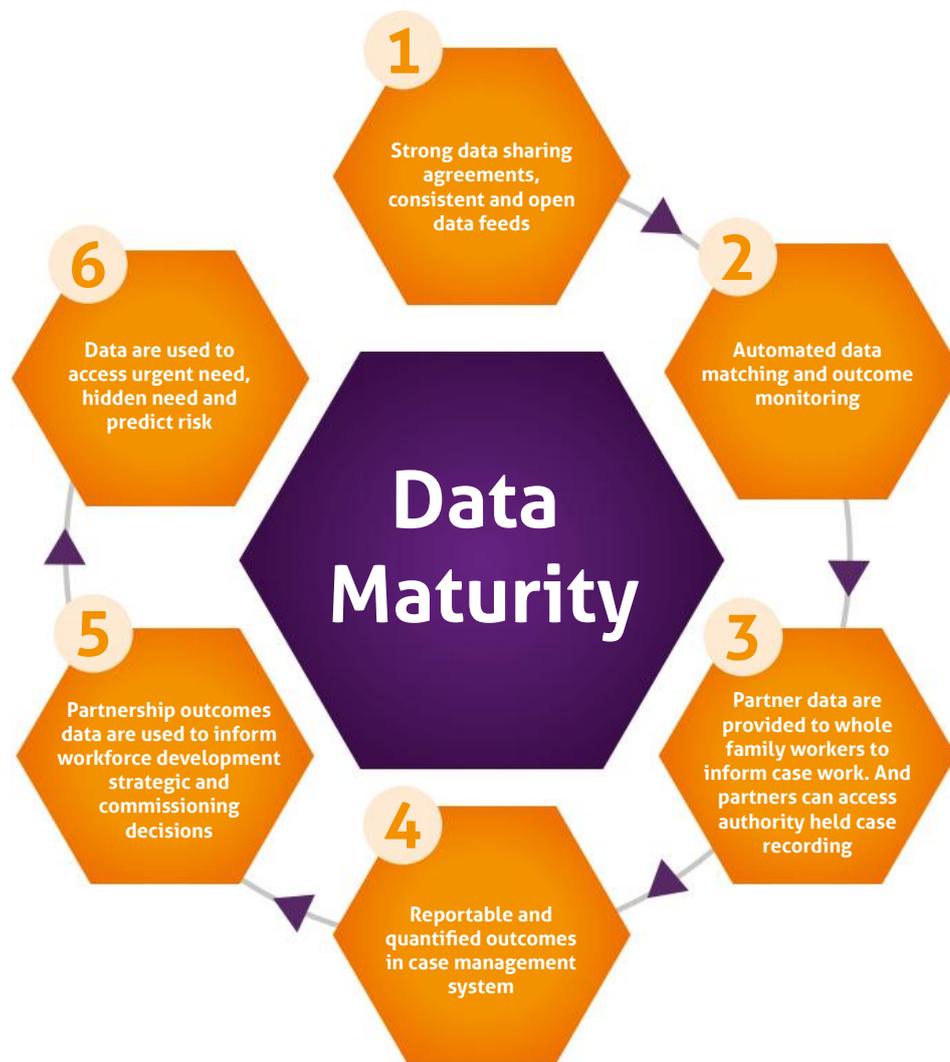
Understanding need through data and intelligence

Information is increasingly coming from a wider range of sources as people generate more data about their daily lives through the way they access and pay for services, through the internet, smart homes, mobile devices, and social media. It is being generated in many formats, from traditional structured data such as that from IT systems, databases and spreadsheets to more unstructured data such as text files, internet cookies, photos, and videos. The availability of data is growing and through computer learning, artificial intelligence and sophisticated data mining the tools to analyse it are ever developing.

Mature data systems are a key part of the infrastructure for supporting families and practice, providing a strong evidence base to help support families and commission appropriate services.

The three priority areas for the Early Help Partnership will be supported by work to improve the use of data and intelligence to understand the need within communities and to monitor the impact and outcomes of Early Help.





What are we going to do?

Improve the supply of existing data sources, reviewing the Information Sharing Agreements between Early Help and Police, Health, Housing and other Local Authority departments.

Work towards the regular submission of relevant open individual level data feeds between the Local Authority and Police, Health, Housing and Education.

Organise data securely, compliant with data protection requirements, and ensure awareness of how it should be used and protected across the frontline Early Help workforce.

Partners and the frontline workforce will be given access to data and intelligence from the Data Warehouse through a shared and secure online data hub. This will allow Early Help Services to target relevant support, getting the skills mix in their teams and hubs right for the community they are serving and will inform the work of the frontline Early Help workforce.

How will we know when we have achieved it?

Data governance at a strategic level will be established, overseeing data sharing and use across all partners to support families.

Key data sources will be joined together through the County Council Enterprise Data Warehouse, with direct feeds from ICT business systems including Mosaic and Capita; and feeds or scheduled uploads for the addition of data from partners.

Existing manual data matching processes will be automated and managed through the Enterprise Data Warehouse.

Partners and the frontline workforce will be able to access data and intelligence from the Data Warehouse through a shared and secure online data hub.

The online data hub will include dynamic maps and dashboards that provide data visualisations and analysis of:

- Need and the Early Help Assessment
- The location and reach of community-based services and family hubs
- Demand for services
- Impact and outcomes of Early Help Services for service users
- Effectiveness of intervention; integrated working; and the delivery of the Early Help Strategy
- Forecast or modelled future demand

Data quality, gaps and opportunities will be actively managed.

Organisations and partners signed up to the Early Help Strategy:

Organisation
Nottinghamshire County Council children and families services
Building Better Opportunities
NCC Communities Team
Change Grow Live (Substance Misuse Provider Service)
Community and Voluntary Sector
District Council Director Representative
DWP
Futures
Notts Fire and Rescue
Maternity Services
Mid-Nottinghamshire Integrated Care Partnerships
NHS Universal and Targeted CYP Services
National Probation Service
Nottinghamshire Police
Public Health
Notts Women's Aid
NCC Performance Information and Policy



26th July 2021

Agenda Item: 16

REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL WORK

SUPPORTING FAMILIES UPDATE AND CHANGES TO THE FAMILY SERVICE STAFFING ESTABLISHMENT

Purpose of the Report

1. To provide the Committee with an update on Nottinghamshire's performance on the Troubled Families Programme in 2020-2021.
2. To provide an overview of the changes to the programme for 2021-2022.
3. To seek approval to establish the following posts in The Family Service from 1st August 2021 to 31st March 2022:
 - 1 FTE (full-time equivalent) Supporting Families Project Officer (Grade 5)
 - 0.5 FTE Reducing Parental Conflict Coordinator (subject to job evaluation).

Information

4. Nottinghamshire's Early Help services, including The Family Service and Children's Centres, have been delivering the government's Troubled Families Programme since 2011. The programme incentivises engagement of families facing multiple presenting issues including unemployment, poor physical or mental health, involvement in children's social care, challenges with education and attendance, domestic violence or family members involved with the criminal justice system. The programme requires that services take a whole family approach to assessing and meeting the needs of each family member, with a focus on monitoring positive outcomes to ensure sustainability.
5. The programme has always had a 'payment by results' component, and as reported to Children and Young People's Committee in January 2021, Nottinghamshire was set a target to engage with a 517 families and make claims for successful outcomes for 866 families in 2020/21. The target was met and 100% of possible claims were made. In putting forward these claims Nottinghamshire has been able to evidence that all of the children deemed as vulnerable within these families have engaged with education during the COVID related schools' closures, and that when schools reopened all children had a minimum of 90% attendance. Within these families at least 37 adults have been supported to gain and

maintain employment, having been on benefits for an extended period of time before that. Nottinghamshire has been able to draw down £692,800 in payment by results funding as a result of these claims.

6. The Troubled Families programme has been extended for another year from April 2021 and rebranded as the Supporting Families Programme.
7. The programme continues to financially incentivise the whole family way of working through a payment by results model, and Nottinghamshire's target for 2021/22 is to engage and evidence positive sustained outcomes for 903 families.
8. Nottinghamshire has been allocated £1,217,000 of core funding for "providing intensive family support services and increasing the maturity of the Early Help system" and up to £722,400 for claims for successful family outcomes. The Supporting Families funding will provide £1.9m of the Family Service's £5.4m gross budget in 2021/22.
9. As part of the sign-up process for Supporting Families 2021-22, all upper-tier local authority Chief Executives have been asked to make several key commitments:
 - a. To integrate and transform local public services to embed whole family working using the Ministry of Housing, Communities & Local Government Early Help System Guide to inform the development, refinement and implementation of Early Help strategies (or equivalent).
 - b. To provide sufficient coordination to achieve the above commitments and nominate a senior responsible officer alongside a Supporting Families Coordinator to lead the transformation of the early help system across your local public service partnership.
 - c. To have sufficient development and analytical resource to improve systems to deliver the following milestones of data maturity, as a minimum:
 - i. Data governance at a strategic level is established overseeing data sharing and use across all partners to support families.
 - ii. Work with Local Authority and partner colleagues to gain access to person level data feeds including police data feeds for offending, domestic abuse, youth offending services data and education attendance and expulsions.
 - iii. Working towards or establish data sharing agreements for person level data on health, housing (rent arrears and antisocial behaviour) and homelessness.
 - iv. All individual indicators and outcomes (at indicator level) are embedded in the case management system from notification / assessment to closure.
10. Nottinghamshire has signed up to these commitments, which will be prioritised by Nottinghamshire's Safeguarding Children Partnership's Early Help Executive and delivered through the Early Help Strategy. The Early Help Strategy document is also being presented to Committee and is on the agenda of today's meeting.
11. It is proposed that an additional 1 FTE Supporting Families Project Officer (Grade 5) post is established within the Supporting Families team temporarily until March 2022. The Project Officer will increase the capacity of the team to monitor outcomes for families supported through the programme and maximise Nottinghamshire's income from payment by results.

Increased Project Officer capacity will in turn release the capacity of the existing Supporting Families Unit Leads to focus on the implementation of the Early Help Strategy priorities.

Reducing Parental Conflict Workforce Development Grant

12. Parents play a critical role in giving children the experiences and skills they need to succeed. However, studies have found that children who are exposed to frequent, intense and poorly resolved parental conflict can be negatively affected in the short and longer term. It can impact on children's mental health, their early emotional and social development, their educational attainment and employability - limiting their chances to lead fulfilling, happy lives.
13. The latest figures show that in 2017-18, 12% of children in couple-parent families were living with at least one parent reporting relationship distress. Children living in workless families are two times more likely to experience parental conflict than in families where both parents are in work.
14. In 2018 the government launched the Reducing Parental Conflict Programme in association with the Supporting Families Programme. Reducing Parental Conflict aims to promote improved outcomes for children, with a focus on disadvantaged families. In the first phase of the programme training was made available to Family Service and Children's Centre Service staff. Staff were trained to recognise the presence and impact of parental conflict in families with whom they were working and on strategies for parents to reduce relationship conflict.
15. The next phase of the Reducing Parental Conflict Programme will run from April 2021 to March 2022. Nottinghamshire has been allocated a £37,795 workforce development grant to address parental conflict by embedding support for parents experiencing conflict and improving local capability to identify and support these parents.
16. It is proposed that a 0.5 FTE Reducing Parental Conflict Coordinator post (grade subject to job evaluation) is established within The Family Service. The Reducing Parental Conflict Coordinator will deliver Reducing Parental Conflict training to a wide range of staff across the Early Help Partnership to embed the programme across the system. They will facilitate community engagement and sustainability of the programme by supporting the delivery of the volunteer led 'Relationships Really Matter' programme, particularly focussing on engaging with community groups, churches, grandparent/pensioner lunch-groups, pre-schools. The Reducing Parental Conflict Coordinator will also support the roll out of One-plus-one, an online parenting support programme in which Nottinghamshire will invest a portion of the workforce development grant.

Other Options Considered

17. Consideration was given to commissioning Reducing Parental Conflict training from a third sector organisation instead of developing an in-house training programme. This was explored and was not a cost effective option.

Reason/s for Recommendation/s

18. To inform the Committee of the performance of the Troubled Families Programme in 2020/21 and the changes to the programme, including the name change to Supporting Families programme and the sign up conditions.
19. To seek Committee approval for changes to staffing establishment which will support the delivery of the Reducing Parental Conflict Programme locally.

Statutory and Policy Implications

20. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment 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

21. Through a combination of the Transformation Grant, Attachment Fees, Payment by Results and Troubled Families reserve, Troubled Families funding provides £1.9m of the Family Service's £5.4m gross budget.
22. The cost of establishing an additional 1 FTE Supporting Families Project Officer post for eight months is £21,890. This will be funded through the supporting families grant, which has increased by £29,200 compared with 2020/21.
23. The anticipated cost of establishing a new 0.5 FTE Reducing Parental Conflict Coordinator post for eight months is £10,945. The post will be funded by the £37,795 workforce development grant, which is ring fenced for spending on implementing Reducing Parental Conflict in Nottinghamshire.

Human Resources Implications

24. Following Job Evaluation, a recruitment exercise would be undertaken to fill the post of Reducing Parental Conflict Coordinator.

RECOMMENDATION/S

That Committee:

- 1) agrees to receive a follow up report in six months and that this be included in the work programme.
- 2) approves to the establishment of the following posts in The Family Service from 1st August 2021 to 31st March 2022:
 - 1 FTE Supporting Families Project Officer (Grade 5)

- 0.5 FTE Reducing Parental Conflict Coordinator (grade subject to job evaluation).

Steve Edwards
Service Director, Youth, Families & Social Work

For any enquiries about this report please contact:

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Group Manager, Early Help Services
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Constitutional Comments (AK 25/06/21)

25. This report falls within the remit of Children and Young People's Committee by virtue of its terms of reference.

Financial Comments (LCD 24/06/21)

26. Through a combination of the Transformation Grant, Attachment Fees, Payment by Results and Troubled Families reserve, Troubled Families funding provides £1.9m of the Family Service's £5.4m gross budget.
27. The cost of establishing an additional 1 FTE Supporting Families Project Officer post for eight months is £21,890. This will be funded through the supporting families grant, which has increased by £29,200 compared with 2020/21.
28. The anticipated cost of establishing a new 0.5 FTE Reducing Parental Conflict Coordinator post for eight months is £10,945. The post will be funded by the £37,795 workforce development grant, which is ring fenced for spending on implementing Reducing Parental Conflict in Nottinghamshire.

HR Comments (BC 16/06/21)

29. The staffing implications are contained within the body of the report. The Reducing Parental Conflict Co-ordinator post will be subject to the agreed job evaluation process before recruitment occurs.

Background Papers and Published Documents

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

[Troubled Families update and changes to The Family Service Staffing Establishment – report to Children and Young People's Committee on 18th January 2021](#)

[MHCLG Early Help System Guide](#)

Electoral Division(s) and Member(s) Affected

All.

C1476

26th July 2021

Agenda Item: 17

**REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL
WORK****SUPERVISION OF DESIGNATED SAFEGUARDING LEADS IN SECONDARY
SCHOOLS****Purpose of the Report**

1. This report seeks approval to establish a fixed-term 1 fte (full-time equivalent) Advanced Practitioner (Band C) post, for the academic year commencing in September 2021, to provide group supervision to Designated Safeguarding Leads in Secondary Schools, as part of a pilot, funded by What Works for Children's Social Care.

Information

2. Nottinghamshire County Council's Multi-Agency Safeguarding Hub (MASH) receives an average of 2,675 referrals regarding children per month. Schools are the third largest referrer and 43% of their referrals require no further action. Referrals which require no further action impact on the time and focus which social workers can give to responding to safeguarding concerns, and the speed these concerns can be responded to.
3. Joint audit work has been undertaken with partner agencies with a view to understand the causes of referrals which require no further action. The audit found that most relate to complex issues such as self-harm and challenging behaviour, where it can be difficult for non-social care professionals to determine if the threshold for safeguarding is met.
4. Within schools, Designated Safeguarding Leads are the members of staff who have the lead responsibility for safeguarding and child protection, including responsibility for referring cases that meet threshold levels of concern to Children's Social Care. Designated Safeguarding Leads tell us it can be difficult to make threshold decisions when faced with complex issues such as self-harm and challenging behaviour. They can also feel anxious about holding risk in these scenarios, which can result in them referring when this is not always required.
5. An opportunity has arisen through What Works for Children's Social Care to participate in a programme providing monthly group supervision to Designated Safeguarding Leads in secondary schools within the Local Authority.

6. The programme aims to introduce a group supervision model of intervention, already widely used in social care, with Designated Safeguarding Leads, who often receive no formal supervision in relation to their role as Designated Safeguarding Leads. The aim of the intervention is to improve knowledge and understanding of Children's Social Care processes and issues, resulting in reductions in inappropriate contacts to Children's Social Care, and a reduction of Designated Safeguarding Lead stress and anxiety.
7. Successful applicants to the programme receive funding to establish a fixed-term Advanced Practitioner post for one academic year, starting in September 2021. The Advanced Practitioner would work with half of the Local Authority's secondary schools, with the remaining half acting as a comparison group for evaluation purposes.
8. An application was made by Nottinghamshire County Council to be one of 10 local authorities who will be part of the programme for secondary schools. In May, notification was received that this application was successful.
9. The programme is due to begin in September 2021. Prior to the start of the programme, preparatory activities will be undertaken. This includes the identification of secondary schools involved in the programme and communication to Designated Safeguarding Leads about the programme. Recruitment of the Advanced Practitioner is also required, in readiness for attending training sessions in August, ahead of the September implementation date.

Other Options Considered

10. There is an option to 'do nothing', however, as this is a funded opportunity which seeks to provide support to Designated Safeguarding Leads in an area where support is required, this would be detrimental.

Reason/s for Recommendation/s

11. It is recommended that a fixed-term 1 fte Advanced Practitioner (Band C) is established to provide group supervision to Designated Safeguarding Leads in Secondary Schools, in order to implement the programme to introduce group supervision to Designated Safeguarding Leads, funded by What Works for Children's Social Care.

Statutory and Policy Implications

12. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment 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

13. The cost of a Band C Advanced Practitioner for the period 1st September 2021 to 31st July 2022 is £50,000. This will be contained within the £50,000 funding from What Works for Children Social Care.

Human Resources Implications

14. A formal recruitment process will be undertaken to recruit to the role.

RECOMMENDATION/S

- 1) To approve the establishment of a fixed-term 1 fte Advanced Practitioner (Band C) post, for the academic year commencing in September 2021, to provide group supervision to Designated Safeguarding Leads in Secondary Schools, as part of a pilot, funded by What Works for Children's Social Care.

Steve Edwards
Service Director, Youth, Families and Social Work

For any enquiries about this report please contact:

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Constitutional Comments (LW 01/07/21)

15. Children & Young People's Committee is the appropriate body to consider the content of the report.

Financial Comments (LCD 02/07/21)

16. The cost of a Band C Advanced Practitioner for the period 1st September 2021 to 31st July 2022 is £50,000. This will be contained within the £50,000 funding from What Works for Children Social Care.

HR Comments (BC 14/07/21)

17. The staffing implications are contained in the body of the report. The post will be recruited to in line with the Council's vacancy control and recruitment procedures.

Background Papers and Published Documents

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

None.

Electoral Division(s) and Member(s) Affected

All.

C1484

26th July 2021

Agenda Item: 18

**REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS**

**LOCAL AUTHORITY GOVERNOR APPOINTMENTS TO SCHOOL
GOVERNING BODIES DURING THE PERIOD 18TH JANUARY TO 18TH JUNE
2021**

Purpose of the Report

1. To update the Committee on the appointment of Local Authority (LA) governors to school governing bodies for the period 18th January to 18th June 2021 in accordance with the requirements of the Constitution.

Information

2. Under the School Governance (Constitution) (England) Regulations 2012, as amended by the School Governance (Constitution and Federations) (England) Amendment Regulations 2014, governing bodies of maintained schools were required to reconstitute to a skills-based model of governance by September 2015, 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.
3. Under these Regulations the County Council is responsible for nominating individuals as prospective governors. Nominations are made by the County Council, in accordance with the eligibility criteria provided by the governing body. When nominating new governors or re-nominating existing governors, the County Council must consider the skills and experience the governing body needs in order to be effective.
4. Local Authority governors nominated by the County Council and appointed by school governing bodies during the period 18th January to 18th June 2021 are as follows:

ASHFIELD	
Broomhill Junior School	Ms Ruth Stevens Reappointment to the category of LA governor
Orchard Primary and Nursery School	Mr Peter Creek Reappointment in the category of LA governor
BASSETLAW	
Walkeringham Primary School	Mr Lee McKone

	New appointment to the category of LA Governor.
St John's C of E Academy	Mrs Marzena Karp-Singh New appointment to the category of LA governor.
St Patrick's Catholic Primary Bircotes/Harworth	Mr David Jenkinson New appointment to the category of LA Governor.
Ordsall Primary School	Mr Michael Storey Reappointment to the category of LA Governor
Gateford Park Primary School	Mr Christopher Mann Reappointment to the category of LA Governor
BROXTOWE	
The Lanes Primary School	Mrs Sheila Birchall Reappointment to the category of LA governor
Larkfields Junior School	Mrs Jill Owen Reappointment to the category of LA governor
MANSFIELD	
Forest Town Primary School	Mr Andrew Fox New appointment to the category of LA governor.
Northfield Primary and Nursery School	Mr Neil Woodcock Reappointment to the category of LA governor
Berry Hill Primary School	Mr Gordon Taylor Reappointment to the category of LA governor
NEWARK	
Coddington CofE Primary School	Reverend Christopher Levy New appointment to the category of LA governor
Kirklington Primary School	Mrs Helen Rushby New appointment to the category of LA governor
RUSHCLIFFE	
Carnarvon Primary School	Mr Peter Broekhuizen Reappointed to the category of LA governor

Other Options Considered

- No other options have been considered.

Reasons for Recommendation/s

- The constitution requires the Corporate Directorate to report governor appointments to Committee on a quarterly basis.

Statutory and Policy Implications

- This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human

rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Data Protection and Information Governance

8. The information contained within this report is already within the public domain and a privacy impact statement is therefore not needed.

RECOMMENDATION/S

- 1) That the Committee notes the appointments listed in the report and agrees to receive further updates regarding future appointments on a quarterly basis in accordance with the Constitution.

Marion Clay
Service Director, Education, Learning & Skills

For any enquiries about this report please contact:

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(Governor Services Team Number 0115 8044666)

Constitutional Comments (LW 01/07/21)

9. Children and Young People's Committee is the appropriate body to consider the content of the report.

Financial Comments (MDN 05/07/21)

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

Background Papers and Published Documents

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

None.

Electoral Divisions and Members Affected

Ashfield
Hucknall South

Cllr Lee Waters

Bassetlaw

Misterton
Worksop West
Blyth and Harworth
Retford East

Cllr Tracey Taylor
Cllr Sybil Fielding
Cllr Sheila Place
Cllr Mike Introna

Broxtowe

Toton

Nuthall and Kimberley

Cllr Richard Jackson
Cllr Eric Kerry
Cllr Philip Owen

Mansfield

Mansfield East

Mansfield North

Cllr Robert Corden
Cllr Nigel Moxon
Cllr Ben Bradley
Cllr Anne Callaghan

Newark

Collingham
Muskham and Farnsfield

Cllr Maureen Dobson
Cllr Bruce Laughton

Rushcliffe

Bingham East

Cllr Francis Purdue-Horan

C1486

26 July 2021

Agenda Item: 19

REPORT OF THE SERVICE DIRECTOR, CUSTOMERS, GOVERNANCE AND EMPLOYEES

WORK PROGRAMME

Purpose of the Report

1. To consider the Committee's work programme for 2021.

Information

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.
5. The meeting dates and agenda items are subject to review in light of the ongoing COVID-19 period.

Other Options Considered

6. None.

Reason for Recommendation

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

Statutory and Policy Implications

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

RECOMMENDATION

1) That the Committee considers whether any amendments are required to the Work Programme.

Marjorie Toward
Service Director, Customers, Governance & Employees

For any enquiries about this report please contact:

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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 (NS)

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

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.

- None

Electoral Division(s) and Member(s) Affected

- All

CHILDREN & YOUNG PEOPLE'S COMMITTEE - WORK PROGRAMME 2021-22

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
13 September 2021			
Childcare Sufficiency Assessment	Annual report	Laurence Jones	Irene Kakoullis/ Mandy Stratford
Progress on Improving the Effectiveness and Efficiency of the Children's Services Plan	Quarterly update	Laurence Jones	Laurence Jones
Update on the Remodelling Practice programme	Quarterly report	Steve Edwards	Lucy Peel/ Holly Smitheman
Kinship Care Review		Steve Edwards	Kathy Ross
Local Transformation Plan for children and young people's emotional and mental health - update	Annual refresh	Jonathan Gribbin	Rachel Clark
Conversion of social work hours for Social Work Support Officer post		Steve Edwards	Katie Warner
Early Years & Schools Forum and Education Trust Board officer group report	Annual officer group report	Marion Clay	Marion Clay
Corporate Parenting items:			
Partnership Strategy for Looked After Children and Care Leavers 2021-2024		Marion Clay	Jo Mathieson
Foster carers items			
1 November 2021			
Child Poverty and the impact of Covid-19		Laurence Jones	Irene Kakoullis
Childhood Obesity and Food Clubs in Nottinghamshire		Laurence Jones	Irene Kakoullis
Outcomes of Ofsted inspections of schools		Marion Clay	Diane Ward
Strategy for Improving Educational Opportunities for All – six monthly update		Marion Clay	Koni Rakhit
School Capital Programme progress report: 2022/23 Schools Building Improvement Programme	Six-monthly update	Derek Higton	Phil Berrill/ Mick Allen
Elective Home Education update	Six-monthly update	Marion Clay	Sarah Whitby

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
Corporate Parenting items:			