

Children and Young People's Committee

Monday, 22 February 2021 at 10:30

Virtual meeting, <https://www.youtube.com/user/nottscs>

AGENDA

- | | | |
|----|--|-----------|
| 1 | Minutes of the Last Meeting held on 18 January 2021 | 1 - 6 |
| 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 | School Holiday and Term Time Dates for Local Authority Maintained Schools in Nottinghamshire 2023-2024, 2024-2025 and 2026-2027 | 7 - 20 |
| 5 | Admissions Applications in the Normal Admissions Round to Nottinghamshire Schools and Academies – 2020-21 Academic Year | 21 - 26 |
| 6 | Nottinghamshire School Admission Arrangements 2022-2023 | 27 - 76 |
| 7 | Proposed Changes to North Worksop Children's Centre - Rhodesia Site | 77 - 86 |
| 8 | Interim Visit to Nottinghamshire by OFSTED and the Care Quality Commission in October 2020 and Update on the Performance of the Integrated Children's Disability Service | 87 - 112 |
| 9 | Progress in Implementing Areas for Improvement Outlined in the OFSTED Inspection of Local Authority Children's Services | 113 - 122 |
| 10 | Reorganisation of the Statutory Education, Health and Care Assessment Team in the Integrated Children's Disability Service | 123 - 128 |

11	Changes to the Staffing Establishment in Children's Social Care	129 - 134
12	Local Authority Governor Appointments to School Governing Bodies During the Period 27 September 2020 to 17 January 2021	135 - 138
13	Work Programme	139 - 144

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 18 January 2021 (commencing at 10.30am)

Membership

Persons absent are marked with an 'A'

COUNCILLORS

Philip Owen (Chairman)
Tracey Taylor (Vice-Chairman)
Sue Saddington (Vice-Chairman)

Richard Butler	Paul Henshaw
Samantha Deakin	Roger Jackson
John Handley	John Peck
Errol Henry JP	Liz Plant

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, Early Childhood Services, Children and Families Services
Martin Gately	Democratic Services Officer, Chief Executive's

1. MINUTES OF THE LAST MEETING HELD ON 30 NOVEMBER 2020

The minutes of the meeting held on 30 November 2020 having been circulated to all Members, were taken as read and will be signed by the Chairman.

2. APOLOGIES FOR ABSENCE

Councillor Richard Butler substituted for Councillor Boyd Elliot.

3. DECLARATIONS OF INTEREST BY MEMBERS AND OFFICERS

None.

4. ADOPTION EAST MIDLANDS REGIONAL ADOPTION AGENCY UPDATE – APRIL TO SEPTEMBER 2020

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

RESOLVED 2021/01

That:

- 1) no further was required in relation to the update on activity in the Regional Adoption Agency from April to September 2020
- 2) an update report be received in the next 12 months, and annually thereafter, and that this be included in the work programme

5. DEVELOPMENT OF THE FOSTERING SERVICE

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

RESOLVED 2021/02

That:

- 1) the proposal to further develop and grow the Nottinghamshire County Council Fostering Service, as detailed in paragraphs 4-34 be approved
- 2) the establishment of the following posts in the Fostering Service be approved from April 2021:
 - 2 FTE Social Workers (Hay Band B)
 - 1 FTE Advanced Practitioner (Hay Band C)
 - 1 FTE Panel Administrator (NJE Grade 3)
 - 1 FTE Business Support Assistant (NJE Grade 3)
 - 0.5 FTE Fostering Panel Manager (Hay Band C)

and the establishment of the following posts from April 2022

- 3 FTE Supervising Social Workers (Hay Band B).
- 3) the management and population of an additional fostering panel each month (bringing the total to three) as detailed in paragraphs 16-25

- 4) an increase in spend on marketing activity in order to amplify the number of quality enquiries received by the Fostering Service as detailed in paragraphs 35 & 36
- 5) purchase of assessment training for Social Workers in order to complete assessments as quickly and effectively as possible as detailed in paragraph 28.

6. CONTACT SERVICE ANNUAL REPORT

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

RESOLVED 2021/03

That:

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

7. COVID WINTER GRANT SCHEME BUDGET

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

RESOLVED 2021/04

That:

- 1) the expenditure plan for the Nottinghamshire allocation of the COVID Winter Grant Scheme as detailed in paragraphs 8-12 of the report be approved.

8. PROGRESS ON THE IMPROVING THE EFFECTIVENESS AND EFFICIENCY OF THE CHILDREN'S SERVICES PLAN

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

RESOLVED 2021/05

That:

- 1) the updated Efficiency and Effectiveness Plan, attached as Appendix 1, be agreed, and that no further actions were required in relation to the information contained in the report.
- 2) the disestablishment of 3 fte Unit Leader (Band B) posts within the Family Service.

9. THE NOTTINGHAMSHIRE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) STRATEGIC ACTION PLAN (2021-2023) AND THE NOTTINGHAMSHIRE INTEGRATED SEND

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

RESOLVED 2021/06

That:

- 1) the proposed Nottinghamshire Special Educational Needs and Disabilities (SEND) Strategic Plan (attached as Appendix 1), and the Nottinghamshire Integrated SEND Commissioning Strategy (attached as Appendix 2) be approved.

10. CHILDREN MISSING EDUCATION SIX MONTHLY UPDATE

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

RESOLVED 2021/07

That:

- 1) no further actions were required in relation to the issues contained within the report.
- 2) an update on Children Missing Education be received in six months and that this be included in the work programme

11. QUEEN'S PLATINUM JUBILEE: CHANGE TO SCHOOL HOLIDAY AND TERM TIME DATES FOR LOCAL AUTHORITY MAINTAINED SCHOOLS IN NOTTINGHAMSHIRE FOR 2021/22

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

RESOLVED 2021/08

That:

- 1) the change to the school holiday and term time dates for 2021/2022 for Local Authority maintained schools in Nottinghamshire as set out in Appendix 2 be approved.

12. TROUBLED FAMILIES UPDATE AND CHANGES TO THE FAMILY SERVICE

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

RESOLVED 2021/09

That:

- 1) a follow-up report be received in the next six months and that this be included in the work programme.
- 2) the following changes in the staffing establishment of the Family Service from 1st March 2021 be agreed:
 - disestablishment of 1.5 FTE Early Help Case Manager (Band A) posts
 - establishment of 1 FTE Advanced Practitioner for Practice Development (subject to job evaluation) post.

13. DIGITAL RESOURCE TO DELIVER DfE FUNDED CHILDREN'S PROJECTS

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

RESOLVED 2021/10

That:

- 1) the establishment of a 1 fte fixed term (12 months) Digital Development Officer (Band A) post to deliver two projects funded by the Department for Education for the Children and Families Service.

14. NATIONAL CHILDREN AND ADULT SERVICES CONFERENCE: NOVEMBER 2020

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

RESOLVED 2021/11

That:

- 1) no further actions were required in relation to the key messages from the National Children and Adult Services Conference contained in the report

15. CONSULTATION ON THE OPENING OF A SPECIALIST SATELLITE SCHOOL PROVISION ON KING EDWARD PRIMARY SCHOOL SITE

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

RESOLVED 2021/12

That:

- 1) a statutory consultation on the proposed development of Carlton Digby Satellite School at the King Edward Primary and Nursery School site in Mansfield be approved.
- 2) a feasibility study to identify any adaptations that could be required to the existing buildings be approved.

16. WORK PROGRAMME

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

Members heard that the report on Child and Family Poverty would be scheduled onto the work programme for April.

RESOLVED 2021/13

That:

- 1) any amendments required to the work programme be considered.

The meeting closed at 11:40 am.

CHAIRMAN

22nd February 2021**Agenda Item: 4****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****SCHOOL HOLIDAY AND TERM TIME DATES FOR LOCAL AUTHORITY
MAINTAINED SCHOOLS IN NOTTINGHAMSHIRE 2023/2024, 2024/2025,
2025/2026 AND 2026/2027****Purpose of the Report**

1. This report seeks approval to carry out a statutory consultation on Nottinghamshire County Council's proposed school holiday pattern and term time dates for maintained schools for 2023-2024 to 2026-2027.
2. The report also seeks the approval of Members to specifically consult with non-maintained schools, particularly multi-academy chains who are responsible for setting their own holiday patterns. This is to ensure that Members are able to have clarity about the views of these key partners when setting the school holiday and term dates from 2023-2024 to 2026-2027.
3. To agree the consultation period of 1st March 2021 until 2nd May 2021 and to consider feedback from the consultation at the meeting of the Children and Young People's Committee on 19th July 2021.

Information

4. 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 in an academic year, and 195 days for teachers.
5. 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.
6. Based on school census data (January 2020), approximately 76,928 pupils attend Nottinghamshire non-maintained schools with 46,439 pupils attending maintained schools. In seeking the views of key stakeholders Members will be increasingly aware that parents

and carers with children attending schools with different governance arrangements are increasingly likely to have to manage different holiday patterns for their children.

7. 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. Other schools have been able to set their own holiday pattern since 2015. Most other schools in Nottinghamshire generally follow the pattern agreed by the Children and Young People's Committee. However, it should be noted that schools which are closer to neighbouring authorities are increasingly setting different holiday patterns to those confirmed by the Council.
8. 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

9. A period of consultation between 1st March 2021 and 2nd May 2021 will allow 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.
10. The consultation outlines 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 (**Appendix 1**)
 - **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 (**Appendix 2**).
11. To ensure that all stakeholders are informed and have the opportunity to respond to the consultation, it is proposed that a summary of the consultation will be sent by email to all schools in Nottinghamshire including chairs of governors of schools clerked by the Council and neighbouring local authorities. In addition, there will also be publicity via social media and the Council's intranet during the period of consultation.
12. The consultation will include a direct link to the online survey on the Council's public website where respondents will have the opportunity to submit free text for comments and/or alternative suggestions for consideration by Members when reviewing the consultation feedback.

Other Local Authorities

13. In setting school dates, local authorities are required to consider the patterns already set by neighbouring authorities. As part of this consultation the holiday patterns of the following

authorities have been considered: Derbyshire, Doncaster, Leicestershire, Lincolnshire, North East Lincolnshire, Nottingham City and Rotherham. In formulating the two suggestions, officers have reviewed the patterns set by seven authorities for future years where available (**Appendix 3**).

Other Options Considered

14. Members could consider consulting on a wider range of options. In the two options presented, 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.
15. There are relatively narrow options available given the set bank holiday periods and the proposals set out will seek the views of all stakeholders on the two options given.
16. Consultation regarding the proposed school holiday pattern and term time dates for maintained schools is not optional.

Reasons for Recommendation

17. To enable the County Council to meet its statutory responsibility to determine school holiday and term time dates for all maintained schools in Nottinghamshire.

Statutory and Policy Implications

18. 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

19. Consideration has been given to using electronic communication wherever possible to reduce postage costs.

RECOMMENDATION/S

That:

- 1) Members agree the proposal to consult on options for the school holiday pattern for 2023-2024, 2024-2025, 2025-2026 and 2026-2027 from 1st March 2021 until 2nd May 2021.
- 2) Members agree that views are sought specifically from academies and Multi-Academy Trusts, foundation and voluntary aided schools, given the number of Nottinghamshire pupils now attending non-maintained schools.

- 3) All feedback from the consultation including comments and suggestions are considered at the meeting of the Children and Young People's Committee on 19th July 2021.

Marion Clay
Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

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E: karen.hughman@nottscc.gov.uk

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

Constitutional Comments (KK 08/02/21)

20. The proposals in this report are within the remit of the Children and Young People's Committee.

Financial Comments (SS 01/02/21)

21. Consideration has been given to using electronic communication wherever possible to reduce postage costs. If there are any costs they will be minimal and contained within the service's allocated budget and centrally via the Council's Communications team.

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 of 18 December 2017 – School Holiday and Term Time Dates for Local Authority Maintained Schools in Nottinghamshire for 2019/20, 2020/21, 2021/22 and 2022/23](#)

Electoral Division(s) and Member(s) Affected

All

C1418

APPENDIX 1 – OPTION A CALENDAR

2023/2024

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	School Holidays		Public Holidays		Administration Day
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Autumn Term

4 September - 20 October **7 weeks**

6 November - 22 December **7 weeks**

Spring Term

4 January - 16 February **6 weeks 2 days**

26 February - 28 March **4 weeks 4 days**

Summer Term

15 April - 24 May **5 weeks 4 days**

3 June - 26 July **8 weeks**

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School Holidays



Public Holidays



Administration Day

Autumn Term2 September - 18 October **7 weeks**4 November - 20 December **7 weeks****Spring Term**6 January - 14 February **6 weeks**24 February - 28 March **5 weeks****Summer Term**14 April - 23 May **5 weeks 2 days**2 June - 30 July **8 weeks 3 days**

August						
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School Holidays



Public Holidays



Administration Day

Autumn Term1 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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October

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November

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 School Holidays

 Public Holidays

 Administration Day
Autumn Term1 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 – OPTION B CALENDAR

2023/2024

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	School Holidays		Public Holidays		Administration Day
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Autumn Term

1 September - 20 October **7 weeks 1 day**

6 November - 22 December **7 weeks**

Spring Term

4 January - 16 February **6 weeks 2 days**

26 February - 28 March **4 weeks 4 days**

Summer Term

15 April - 24 May **5 weeks 4 days**

3 June - 25 July **7 weeks 4 days**

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School Holidays



Public Holidays



Administration Day

Autumn Term2 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 - 28 July **8 weeks 2 days**

August						
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School Holidays



Public Holidays



Administration Day

Autumn Term1 September - 17 October **7 weeks**3 November - 22 December **7 weeks 1 day****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 - 24 July **8 weeks**

August

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 School Holidays

 Public Holidays

 Administration Day
Autumn Term1 September - 16 October **6 weeks 4 days**2 November - 18 December **7 weeks****Spring Term**4 January - 12 February **6 weeks**22 February - 2 April **5 weeks 3 days****Summer Term**19 April - 28 May **5 weeks 4 days**7 June - 29 July **7 weeks 4 days**

Derbyshire

2023/2024 academic year

- 4 September 2023 to 27 October 2023 (40 days)
- 6 November 2023 to 22 December 2023 (35 days)
- 8 January 2024 to 16 February 2024 (30 days)
- 26 February 2024 to 28 March 2024 (24 days)
- 15 April 2024 to 24 May 2024 (6 May 2024 is a bank holiday) (29 days)
- 3 June 2024 to 23 July 2024 (37 days)

2024/2025 academic year

- 4 September 2024 to 25 October 2024 (38 days)
- 4 November 2024 to 20 December 2024 (35 days)
- 6 January 2025 to 14 February 2025 (30 days)
- 24 February 2025 to 4 April 2025 (30 days)
- 22 April 2025 to 23 May 2025 (5 May 2025 is a bank holiday) (23 days)
- 2 June 2025 to 24 July 2025 (39 days)

Doncaster

Dates not yet set; establishing 2 weeks October break with a fixed spring break.

Leicestershire

Dates not yet set; consulting on 2 weeks October half term

Lincolnshire

Dates not available

North East Lincolnshire

Dates not available

Nottingham City (proposed)

2023/2024 academic year

- 31 August 2023 to 20 October 2023
- 6 November 2023 to 20 December 2023
- 4 January 2024 to 9 February 2024
- 19 February 2024 to 28 March 2024
- 15 April 2024 to 24 May 2024 (6 May 2024 is a bank holiday)
- 3 June 2024 to 26 July 2024

2024/2025 academic year

- 29 August 2024 to 18 October 2024
- 4 November 2024 to 20 December 2024
- 6 January 2025 to 14 February 2025
- 24 February 2025 to 4 April 2025
- 22 April 2025 to 23 May 2025 (5 May 2025 is a bank holiday)
- 2 June 2025 to 25 July 2025

Rotherham

Dates not available

22nd February 2021**Agenda Item: 5****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****ADMISSIONS APPLICATIONS IN THE NORMAL ADMISSIONS ROUND TO
NOTTINGHAMSHIRE SCHOOLS AND ACADEMIES – 2020-2021 ACADEMIC
YEAR****Purpose of the Report**

1. The purpose of this report is to provide the Committee with information on admission applications in the normal admissions round (reception and year 7) to Nottinghamshire schools and academies for the 2020-2021 academic year. The report also gives information on the number of preferences expressed by parents on their application.

Information

2. In the normal admissions round parents apply to the local authority in which they live for places at their preferred schools. Local authorities are responsible for coordinating all applications and communicating the single offer of a school place for its residents.
3. Parents/carers made applications for admission to secondary schools (year 7) between August 2019 and October 2019. They were informed of their allocated school in March 2020.
4. Parents/carers made applications for first admission to primary schools (reception) between November 2019 and January 2020. They were informed of their allocated school in April 2020.
5. There are two sets of figures included in this report – data which is based on offers made to Nottinghamshire residents on National Offer Day (2nd March 2020 for secondary and 16th April 2020 for primary) and data based on offers made to Nottinghamshire residents as at 31st August 2020. The later data will include a more up to date picture of applications and offers made which will include late applications and any changes made to offers.
6. The School Admissions Code 2014 states that parents are able to express a preference for at least three schools; there is no requirement for parents to express a minimum number of preferences.

7. Nottinghamshire enables parents to submit four preferences on their application. Applicants are strongly encouraged to submit four preferences as there is no advantage in expressing only one preference. An increase in the use of social media to promote the benefits of listing four preferences has been used throughout the admission rounds being open.

As at secondary National Offer Day – 2nd March 2020

8. There were 9,088 on time applications received from Nottinghamshire residents for the year 2020-2021. This is an increase on the number of applications received the previous year (142 more applications than for 2019-2020).
9. Over 43% (3,925) made only one preference on their application.
10. 90.8% (8,250) of applications were offered their first preference school which represents a slight decrease from 92.2% the previous year. When taking into account offers at any stated preferences this increases to 96.8% (8,795) which is a slight decrease on last year (97.7%). Of the 293 applicants that were not offered a place at any of their stated preferences, most had only made one preference (55.6%). All were then made alternative offers.
11. A total of 1,684 applications were received from residents outside of Nottinghamshire. The highest proportion of these applications were received from Nottingham City (1,232; 73.2%) followed by Derbyshire (251; 14.9%), Leicestershire (56; 3.3%), and Lincolnshire (86; 5.1%)
12. A number of Nottinghamshire residents expressed preferences for schools outside of Nottinghamshire (1,723). The highest proportion of these applications were received for Nottingham City schools (766, 44.5%), followed by Lincolnshire (411, 23.9%); Derbyshire (269, 15.6%); Leicestershire (102, 5.9%); and Rotherham (55, 3.1%).

Late applications up to 31st August 2020 (secondary)

13. Applications received after the national closing date, 31st October 2019, were considered late. Figures will include pupils who have moved residence into the County since offer day. This will mean incomplete preferences for these families as they will have applied to the admission authority where they initially lived. Nottinghamshire would only be informed where one of its schools/academies was listed as a preference.
14. A total of 1,122 applications were received between 1st November 2019 and 31st August 2020, 883 were from Nottinghamshire residents. Applications were also received from children living in other local authority areas (239), the highest proportion of these applications were received from Nottingham City (171, 15.2%) and Derbyshire (22, 2%).

As at primary National Offer Day – 16th April 2020

15. There were 8,881 on time applications received from Nottinghamshire residents for the year 2020-2021. This is a slight increase on the number of applications received the previous year (87 more applications than for 2019-2020).

16. 35.1% (3,115) made only one preference on their application.
17. 92.4% (8,204) of applications were offered their first preference school which represents a slight decrease from 94.1% the previous year. When taking into account offers at any stated preferences this increases to 98.4% (8,742) which is a slight decrease on last year (98.9%). Of the 139 applicants that were not offered a place at any of their stated preferences, most had only made one preference (58.3%). All were then made alternative offers.
18. A total of 636 applications were received from residents outside of Nottinghamshire. The highest proportion of these applications were received from Nottingham City (425; 66.8%) followed by Derbyshire (116; 18.2%), Leicestershire (53; 8.3%), and Lincolnshire (17; 2.7%).
19. A number of Nottinghamshire residents expressed preferences for schools outside of Nottinghamshire (670). The highest proportion of these applications were received for Nottingham City schools (356, 53.1%), followed by Derbyshire (105, 15.7%); Lincolnshire (90, 13.4%), and Doncaster (44, 6.6%).

Late applications up to 31st August 2020 (primary)

20. Applications received after the national closing date, 15th January 2020, were considered late. Figures will include pupils who have moved residence into the County since offer day. This will mean incomplete preferences for these families as they will have applied to the admission authority where they initially lived. Nottinghamshire would only be informed where one of its schools/academies was listed as a preference.
21. A total of 1,378 applications were received between 16th January 2020 and 31st August 2020, 1,166 were from Nottinghamshire residents. Applications were also received for children living in other local authority areas (212), the highest proportion of these applications were received from Nottingham City (118, 8.6%) and Derbyshire (41, 3%).

Other Options Considered

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

Reason/s for Recommendation/s

23. The reporting of school admissions information to Committee is in line with the established processes of reporting and publishing performance information across all of the services within the Children and Families department.
24. Parents are advised to use all four preferences but increasingly parents submit applications with fewer preferences.

Statutory and Policy Implications

25. 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

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

RECOMMENDATION/S

- 1) That Committee considers whether there are any actions it requires in relation to the information contained within the report on the outcomes of the Council's admissions services for Nottinghamshire applications to primary and secondary schools for the 2020-2021 academic year.

Marion Clay

Service Director, Education, Learning and Skills

For any enquiries about this report please contact:

Claire Wilcoxson

Team Manager, Access and Admissions Strategy

Support to Schools Services

T: 0115 97 72640

E: claire.wilcoxson@nottscc.gov.uk

Constitutional Comments (KK 18/01/21)

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

Financial Comments (SAS 19/01/21)

28. 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 Division(s) and Member(s) Affected

All.

C1437

22nd February 2021**Agenda Item: 6****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****NOTTINGHAMSHIRE SCHOOL ADMISSION ARRANGEMENTS 2022-2023****Purpose of the Report**

1. This report makes recommendation, following statutory consultation, to enable Committee to determine the following as detailed in **Appendix 1**:
 - arrangements for the admission of children to Nottinghamshire community and voluntary controlled schools for 2022-2023
 - Nottinghamshire County Council's qualifying scheme (admissions to a relevant age group)
 - Nottinghamshire County Council's in-year coordinated scheme for applications to Nottinghamshire schools outside the normal admission round (in-year admissions).

Information

2. All admission authorities must determine their school admission arrangements by 28th February every year, even if there have been no changes from previous years and consultation has not been required.
3. The County Council is also responsible for coordinating admission arrangements for all publicly funded schools in its area for children:
 - starting school for the first time (reception intake)
 - transferring from infant school to junior/primary education (Year 3 intake)
 - transferring from primary phase to secondary education (Year 7 intake)
 - applying to transfer to a school with an atypical age of admission, e.g. studio schools or university technology colleges (UTCs) (Year 9/Year 10 intake).
4. These requirements are described in the School Standards and Framework Act (SSFA) 1998 and the School Admissions Code (SAC) 2014 which are available from the Department for Education website www.education.gov.uk
5. Local authorities are not required to coordinate admissions outside the normal admission round (in-year admissions). However, the County Council continues to operate an in-year

coordinated scheme for community and voluntary controlled schools with an option for own admission authority schools to participate.

Statutory consultation

6. Where changes to admission arrangements are proposed, the admission authority must consult for a minimum of six weeks between 1st October and 31st January in the determination year on the admission arrangements for those schools for which they are responsible (School Admissions Code 2014, paragraphs 1.42-1.50).
7. Nottinghamshire County Council consulted on the proposed admission arrangements for 2022-2023 between 5th October 2020 and 29th November 2020.
8. The consultation was available for the full period on the Council's website and information about where to access the consultation was sent to:
 - parents of children between the ages of two and eighteen
 - other people in the area who may have an interest in the proposed admission arrangements
 - all other admission authorities within the relevant area
 - all community and voluntary controlled schools in Nottinghamshire
 - chairs of governing bodies of Nottinghamshire schools
 - diocesan representatives (relevant religious authorities)
 - admission authorities in neighbouring local authority areas
 - all registered early years providers within Nottinghamshire.
9. The consultation was promoted via the Council's social media accounts and by posters distributed to libraries, schools and children's centres throughout Nottinghamshire. Consultees were invited to respond online, by emailing or by writing to the County Council. All responses received by 29th November 2020 were considered.

Outline of Nottinghamshire County Council's consultation

10. The consultation asked four questions about proposed changes to the following aspects of the admission arrangements: change to catchment area for West Bridgford Infant and West Bridgford Junior Schools; admission oversubscription criteria; admission numbers and timelines for the coordinated schemes.

Responses to the consultation

11. Responses to the consultation were as follows:
 - 20 online responses
 - 2 email responses
12. A summary of the consultation is presented in **Appendix 2**, with an analysis of responses. A redacted version of all the comments made by respondents is available as a background paper.

Other Options Considered

13. As the local authority, Nottinghamshire County Council is the admission authority for community and voluntary controlled schools in Nottinghamshire and is therefore responsible for determining the admission arrangements for those schools.

Reason/s for Recommendation/s

14. To enable the County Council to meet its statutory responsibility to determine Nottinghamshire County Council's school admission arrangements for 2022-2023 by 28th February 2021.

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.

Implications for Service Users

16. Over 25,000 families express a school preference each year. In drawing up these school admission arrangements, Nottinghamshire County Council ensures that the practices and the criteria used to decide the allocation of school places are fair, clear and objective.
17. Own admission authority schools are responsible for determining their own admission arrangements and these may differ from those determined by Nottinghamshire County Council for community and voluntary controlled schools.

RECOMMENDATION/S

- 1) That the school admission arrangements for 2022-2023 as detailed in **Appendix 1** are determined, including:
- overall procedures and practices including oversubscription criteria for community and voluntary controlled schools, as detailed in Section 1
 - published admission numbers, as listed in Section 2
 - qualifying schemes in Section 3
 - in-year scheme in Section 4.

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Constitutional Comments (KK 20/01/21)

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

Financial Comments (SAS 19/01/21)

19. 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.

Equalities Impact Assessment

<https://www.nottinghamshire.gov.uk/jobs-and-working/equality/completed-equality-impact-assessments-egias>

[Report to CYP Committee 21 September 2020; agenda item 12](#): approval to consult [Revision to determined admission arrangements 2021-2022](#) for voluntary controlled schools in respect of period of worship

Redacted version of comments made by respondents to the online consultation

School Standards and Framework Act (SSFA) 1998, available at www.education.gov.uk

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

Electoral Division(s) and Member(s) Affected

All.

C1439

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

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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 2014 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 in accordance with 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. This includes:

- *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).*

Second highest priority is given to

- *Children who were previously in state care outside of England and who ceased to be in state care as a result of being adopted (that is, children looked after by a public authority, religious organisation or another provider of care whose sole purpose is to benefit society, such as orphanages or other settings).*

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.

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 accept a Unit postal address or quartering area address for a service child provided the application is accompanied by an official letter that declares a relocation date.

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
- moved 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 2014 (2.15) 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 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 2014 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
<div>1. Looked after children and previously looked after children</div> <div>2. Children who have been adopted from state care outside of England</div> <div>3. 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 <i>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</i></div> <div>4. Other children who live in the catchment area at the closing date for applications</div> <div>5. 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</div> <div>6. Children who live outside the catchment area</div>	
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
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
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
2. Children who have been adopted from state care outside of England
3. 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*
4. Other children who live in the catchment area at the closing date for applications
5. 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
6. Children who live outside the catchment area and whose parent attends the relevant church/churches*
7. 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
	<ol style="list-style-type: none"> 1. Looked after children and previously looked after children 2. Children who have been adopted from state care outside of England 3. 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 <i>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</i> 4. 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 5. 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 6. 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 7. Children who live in the catchment area 8. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school 9. Other children
	<p>Supporting evidence from the appropriate minister must be provided to confirm attendance.</p> <p>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)</p> <p>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.</p> <p>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.</p>

1.4D	ST WILFRID'S COFE PRIMARY SCHOOL (GEDLING) - FAITH CRITERIA VARIATION TO STANDARD RECEPTION CRITERIA 2022-2023
	<ol style="list-style-type: none"> 1. Looked after children and previously looked after children 2. Children who have been adopted from state care outside of England 3. 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 <i>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</i> 4. 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 5. Other children who live in the catchment area 6. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school 7. 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 8. Other children who live outside the catchment area
	<p>*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.</p> <p>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.</p>

1.4E	TROWELL COFE PRIMARY SCHOOL (BROXTOWE) - FAITH CRITERIA VARIATION TO STANDARD RECEPTION CRITERIA 2022-2023
	<ol style="list-style-type: none"> 1. Looked after children and previously looked after children 2. Children who have been adopted from state care outside of England 3. 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 <i>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</i> 4. Other children who live in the catchment area at the closing date for applications 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 where a parent is involved with St Helen's Church* 7. 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* 8. Other children who live outside the catchment area
	<p>*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.</p> <p>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.</p>

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 2. Children who have been adopted from state care outside of England 3. 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 4. Other children who attend the linked infant school at the closing date for applications 5. 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 6. Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school 7. 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 8. 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 2. Children who have been adopted from state care outside of England 3. 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 4. Other children who live in the catchment area at the closing date for applications and attend the linked infant school 5. 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 6. Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school 7. 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 8. Children who live outside the catchment area but attend the linked infant school 9. 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 10. 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
	<ol style="list-style-type: none"> 1. Looked after children and previously looked after children 2. Children who have been adopted from state care outside of England 3. 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. 4. Other children who attend the linked infant school at the closing date for applications. 5. 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. 6. Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school. 7. 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. 8. Children who live outside the catchment area but whose parent attends the relevant church/churches**. 9. Children who live outside the catchment area.
	<p>**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) .</p> <p>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.</p>

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
Clarborough 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
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	

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.
- e. 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.
- f. The supplementary form is not a legal application for admission to a school and parents must complete the home local authority application.
- g. 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 2014. 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 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 in-year application is 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 an atypical 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 children in vulnerable circumstances, including those at risk of exclusion, or those excluded from school, 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 2014 requires that OAAs must, on receipt of an in-year application, notify the local authority of both the application and its outcome, so that figures on the availability of places in the area can be kept up to date. The admission authority must also inform parents of their right to appeal against the refusal of a place.

- d. 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
- e. 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.
- f. 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.
- g. 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.
- h. 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.

Timeline (working days)	Nottinghamshire County Council's in-year scheme
Day 0 – 5	There are weekly admission 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 will be sent to OAA schools participating in the scheme.
Day 0 – 10	OAA's are requested to notify the County Council of their decision.
Day 10	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.
Day 11	If a place cannot be identified or there is a delay in getting a response, the application will be referred to fair access.

- b. Admissions will normally be agreed up to the published admission number which applied for the normal year of intake. 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.
- 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 by email if an email address has been provided or by 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.
- 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.

Nottinghamshire County Council's consultation on admission arrangements for community and voluntary controlled schools for 2022-2023 – summary of responses

Background information

The School Admissions Code 2014 states that all admission authorities must consult for a minimum of 6 weeks between 1 October and 31 January in the determination year when changes are proposed to their admission arrangements. Nottinghamshire County Council, as the admission authority for all community and voluntary controlled schools in Nottinghamshire, consulted from 5 October 2020 to 29 November 2020 on the following:

- Minor changes to catchment area for West Bridgford Infant School and West Bridgford Junior School
- Variation to the oversubscription criteria for voluntary controlled schools with faith criteria
- Change to increase the published admission number (PAN) for Radcliffe on Trent Junior School
- Minor changes to dates in coordinated schemes

Who did we consult with?

- parents of children between the ages of two and eighteen
- other people in the area who may have an interest in the proposed admission arrangements
- all other admission authorities within the relevant area
- all community and voluntary controlled schools in Nottinghamshire
- chairs of governing bodies of Nottinghamshire schools
- diocesan representatives (relevant religious authorities)
- admission authorities in neighbouring local authority areas
- all registered early years providers within Nottinghamshire

Responses to the consultation

Full details of the proposed admission arrangements for 2022-2023 were available on Nottinghamshire County Council's public website for the duration of the consultation period.

Responses could be made up to 29 November 2020 by:

- completing the online response form on the public website
- emailing admissionsconsultations@nottscc.gov.uk
- writing to School Admissions Consultation, Support to Schools Service, Meadow House, Littleworth, Mansfield, Nottinghamshire NG18 2TA.

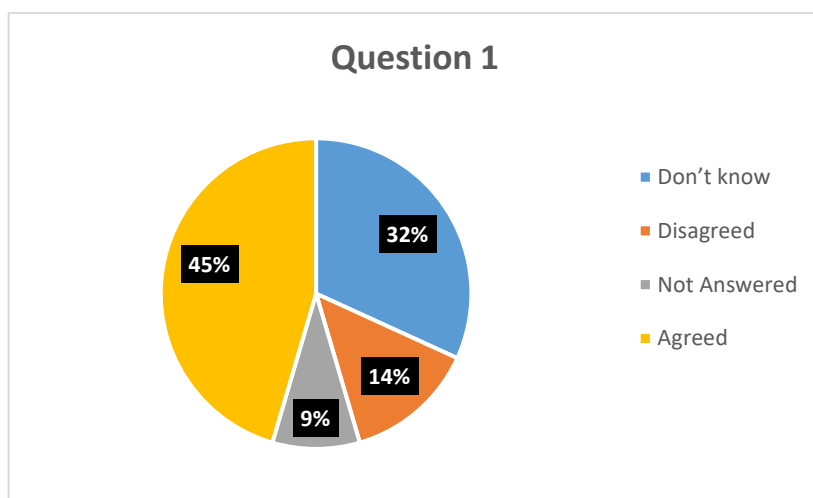
The online questions sought the views of respondents about specific aspects. A total of 22 responses were received, 20 using the online response form and 2 email responses. An analysis of the responses is detailed below.

Section 1 – Overall procedures and practices (including oversubscription criteria)
Section 1.1 – Key terms (catchment areas)

Q1: Do you agree with the change to catchment area proposed for West Bridgford Infant/Junior Schools?

Responses and comments:

- 10 (45%) agreed
- 3 (14%) disagreed
- 7 (32%) didn't know
- 2 (9%) didn't answer



4 respondents submitted comments:

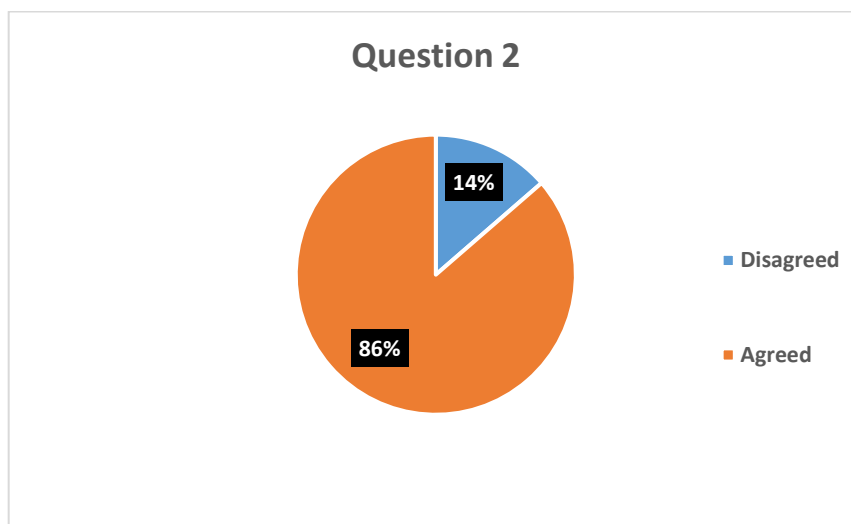
- 2 respondents were in favour of the change
- 2 respondents were not in favour of the change

Section 1 – Overall procedures and practices (including oversubscription criteria)
Section 1.4 – Oversubscription criteria for voluntary controlled schools with faith criteria

Q2: Do you agree with the proposal to vary the oversubscription criteria for voluntary controlled schools with faith criteria?

Responses and comments:

- 19 (86%) agreed
- 3 (14%) disagreed



3 respondents made comments:

- 1 comment favoured the change
- 2 comments were against the change – 1 stating that religion should not form part of the criteria and 1 stating that online service was available and therefore change not necessary

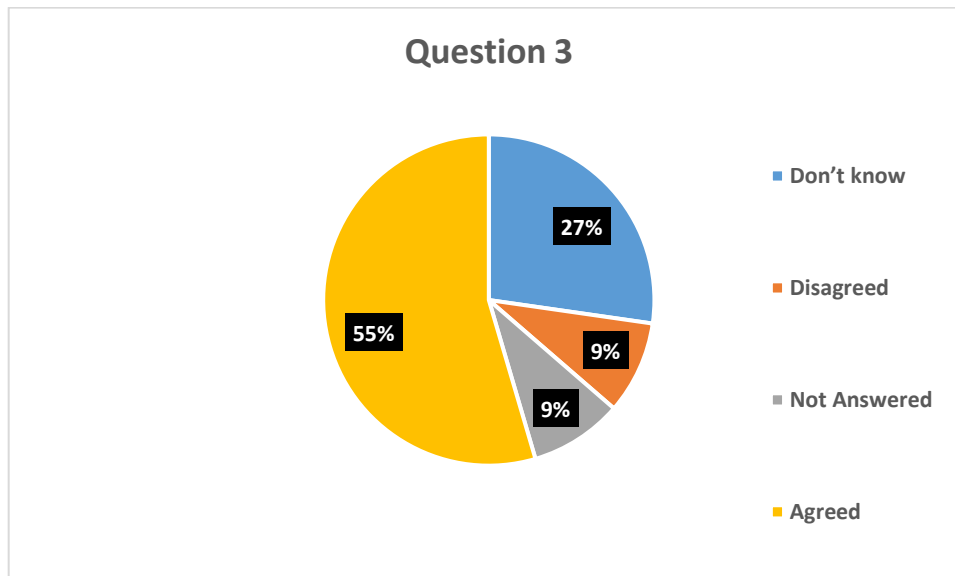
Section 2 Proposed admission numbers (PAN)

Section 2.7 Rushcliffe district

Q3: Do you agree with the proposed increase to the admission number at Radcliffe-on-Trent Junior School?

Responses and comments:

- 12 (55%) agreed
- 2 (9%) disagreed
- 6 (27%) didn't know
- 2 (9%) didn't answer



2 respondents commented:

- 1 comment was in favour of the change to align with the infant school
- 1 comment didn't know and stated it was dependent on infrastructure and funding

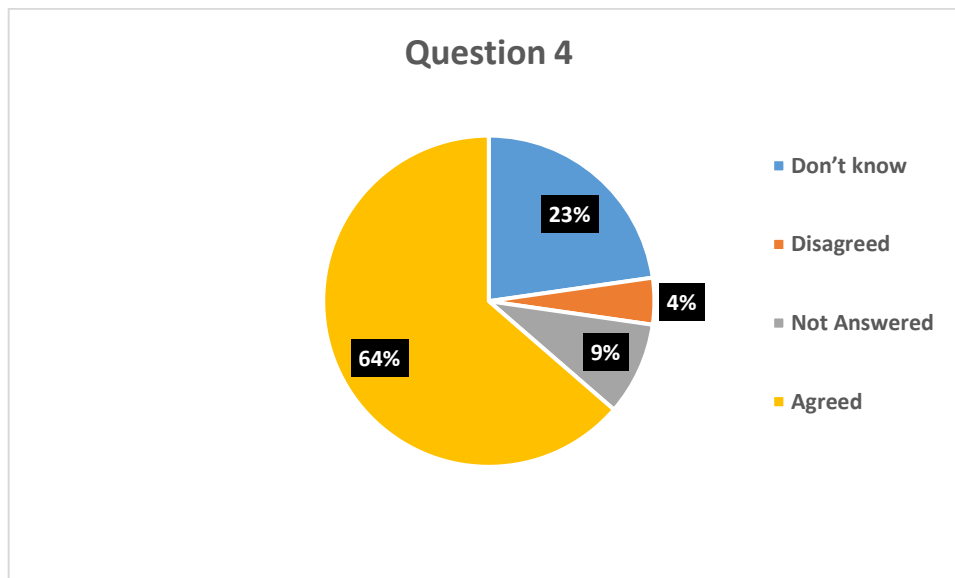
Section 3 – Qualifying scheme: how we propose to coordinate the arrangements for the admission of pupils to primary and secondary schools in Nottinghamshire.

Sections 3.10 and 3.11

Q4: Do you agree with the proposed coordinated timelines in sections 3.10 and 3.11

Responses and comments:

- 14 (64%) agreed
- 1 (4%) disagreed
- 5 (23%) didn't know
- 2 (9%) didn't answer



1 respondent commented:

- 1 comment didn't know and suggested hyperlink to timelines

22nd February 2021**Agenda Item: 7****REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND RESOURCES****PROPOSED CHANGES TO NORTH WORKSOP CHILDREN'S CENTRE
(RHODESIA SITE)****Purpose of the Report**

1. The report invites the Committee to consider and support the proposal to change the use of North Worksop Children's Centre (Rhodesia site) for use by Haggonfields Primary and Nursery School; and refers it to Policy Committee for consideration and a decision.

Information**Children's Centre Service Property Portfolio**

2. The Children's Centre Service is delivered through a network of premises and properties across Nottinghamshire, with increasing amounts of work being delivered through outreach work including home visits. Since 2018, the Children's Centre Service has been more targeted which has meant that the staff carry out a lot more outreach work and support families in their own home to engage hard to reach families. The service is not focused just on buildings and engaging only the parents that walk through the door.
3. A number of Children's Centre Service premises are underused and costly to maintain. In order to ensure the Council maximises the use of Children's Centre Service premises and ensures value for money, it was agreed at Children and Young People's Committee in March 2018 that the property portfolio would be reviewed to reduce overhead costs and to create additional childcare places in areas of poor childcare sufficiency.
4. Most properties have part-time timetables which reflect the targeted nature of the service and the need for Children's Centre Service workers to deliver outreach work to engage the most vulnerable families. Opening times are dependent on local needs and footfall figures. Each centre advertises its opening hours to local parents but are also open at other times to deliver specific 'closed' sessions, including parenting programmes. They are also utilised by key partners such as Midwifery Services and Healthy Families Teams.

North Worksop Children's Centre

5. North Worksop Children's Centre is made up of two dedicated buildings, one in Gateford and the other in Rhodesia on the site of Haggonfields Primary and Nursery School.
6. The Gateford property is a large site open Monday to Friday. The property is well used and includes a wide range of services including the Children's Centre Service, Puddleducks pre-school, Healthy Family Teams, the Integrated Children's Disability Early Support Service, and the Safeguarding and Independent Review Service; all of which contribute to the running costs of the site.
7. The Rhodesia property is a satellite site located near Haggonfields Primary and Nursery School in Rhodesia in Bassetlaw. The property is owned by the Council with a budget of £14,014 for its operating costs in 2020/21.
8. The building is under used and more so since a private nursery which operated on the site closed in 2019. The childcare provider was commissioned to offer funded childcare places for eligible 2, 3 and 4 year olds. They operated from this site from September 2015 until the end of Spring Term 2019, closing because their business became unsustainable as more 3 and 4 year olds started to attend the school early years provision instead.
9. Historically there has been low footfall at the Rhodesia site and it has been consistently hard to encourage parents to attend. Although the footfall exercise for 2020 was abandoned due to the start of Covid-19, data from the two previous years shows this site as being the least used in the district. The following table shows the findings of two footfall exercises carried out during 2017 and 2018.

Children's Centre Sites in Bassetlaw	Year	Footfall (one month)	Year	Footfall (one month)
North Worksop CC Rhodesia site	2017	35 parents 31 children 36 professionals Total: 102*	2018	44 parents 50 children 20 professionals Total: 114*
North Worksop CC Gateford site		440 parents 258 children 173 professionals Total: 871*		347 parents 403 children 321 professionals Total: 1,071*
Manton CC		Total: 728*		Total: 1,238*
Prospect Kilton CC		Total: 1,950*		Total: 714*
West Bassetlaw CC		Total: 430*		Total: 428*
(*) Individuals counted each time they came – so there will be double counting				

10. Prior to the pandemic, this property in Rhodesia only operated for one 2-hour session per week as the service struggled to encourage parents to attend so the timetable was reduced; it has become evident that a better solution is required to deliver services in this area and ensure that the Council maximises the use of this property.

Proposals for the Rhodesia Children's Centre property

11. Haggonfields Primary and Nursery School was approached several years ago to encourage greater use of the property by the school. Meetings were carried out following Committee instruction to maximise the use of the Children's Centre Service's property portfolio and reduce building expenditure. The School's Governing Body was unable to contribute towards the building costs at the time so there was no further action.
12. Following Academy transfer in August 2020, Haggonfields Primary School (part of the Nottingham and Southwell Diocese Multi Academy Trust), approached the Local Authority to explore the possibility of taking over the Children's Centre property. They expressed their wishes to expand provision at the school, to meet the needs of local children, through re-configuring their provision for early years foundation stage and nurture group activities. In order to progress this for the start of the new academic year they are keen to take over operation of the building. Subject to further discussions the proposal is that the Academy Trust would take on the management of the property under a lease arrangement. A report will be taken to Policy Committee regarding the use of the building in due course.
13. Local consultation took place on the Council's online Consultation Hub for six weeks, from 7th December 2020 to 18th January 2021. Four responses were received from local parents (one via the Council's Online Consultation Hub and three via a hard copy questionnaire, disseminated via the school). No completed questionnaires were received from community leaders or professionals. All four responses were in favour of the building being taken over by Haggonfields Primary and Nursery School for early years provision and nurture groups; and all stated that they would use the early years provision if it was available from the site. Consultation findings are included in the Consultation Newsletter attached in **Appendix 1**. This will be shared with local parents and partners through the school and the Children's Centre Service.
14. If the proposal is approved, the Children's Centre Service will continue to be provided but not from this dedicated Children's Centre Service building. Instead the service will be permitted to use the school for appointments and sessions with families, and the service will continue to support families in their own homes. Increasingly, as a response to Covid 19, many elements of the Children's Centre Service are delivered virtually, with positive feedback from many parents as to how accessible this makes them. Face to face services will continue to be available at the other Children's Centre Service buildings in Worksop, namely the main hub at Manton, Prospect Kilton and North Worksop – Gateford site. There is no planned reduction to service delivery.
15. If the building is used for alternative early years provision this will result in a cost saving of approximately £14,014 in a full year, to the Children's Centre property budget held by Place Department. This will alleviate some of the pressure on that budget which is currently forecast to overspend by approximately £32,000 in 2020/21.
16. The ongoing review of the Children's Centre Service Property portfolio will continue, as agreed at Children and Young People's Committee in March 2018. Reviews will ensure that properties evidence value for money and meet childcare sufficiency and school place planning requirements; any proposed changes to Children's Centre Service properties will be subject to local service user consultation.

Other Options Considered

17. The option to retain the property has been considered, however the property does not evidence value for money and does not maximise the use by the local community. Savings will be used to offset some of the property budget overspend.

Reason for Recommendations

18. The Children's Centre Service is currently provided in dedicated Children's Centre premises, community venues and people's homes. Some Children's Centres do not evidence value for money. In order to deliver the targeted approach introduced several years ago, engaging with the most vulnerable families and increasing opportunities for enhancing home learning, it is recommended that this property is no longer required as the service is already being delivered in alternative ways.
19. An increased targeted approach is in place, as nearly 50% of children from disadvantaged backgrounds have not secured the essential skills and understanding expected for their age by the time they finish Reception Year. Many have reduced opportunities for home learning and parental engagement (Ofsted 2016). It is important therefore to carry out additional outreach work to engage these families and not assume that they will access a Children's Centre building. Evidence from this site confirms this view.
20. Haggonfields Primary School (part of the Nottingham and Southwell Diocese Multi Academy Trust) is keen to expand provision at the school from September 2021, to meet the needs of local children, through re-configuring their provision for early years foundation stage and nurture group activities.

Statutory and Policy Implications

21. 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

22. The Children's Centre property budget is managed by the Place Department at £1.1 million per annum and this will remain unchanged.
23. The vacation of this property will result in a cost saving of up to £14,014, in a full year, to the Children's Centre property budget held by Place Department. The full saving of £14,014 will only be achieved if another user can be found which will pick up all of the running costs of the building. This will alleviate some of the pressure on that budget which is currently forecasting an overspend of approximately £32,000. Renting rooms in community venues to deliver sessions will be funded through the core Children's Centre Service budget and will only be booked when rooms are needed by the service. This transfer will enhance the development of relationships with Haggonfields Primary School, which have been limited to

date and it is anticipated that any use of space on an ad-hoc basis to response to requests from the school for Family Support appointments will be facilitated free of charge.

24. Changing the use of a Children's Centre property funded from the Department for Education Sure Start Children's Centre Capital Grant may carry a clawback risk, however the risk is mitigated if the property is used for early years provision which the school will provide. As part of the proposed transfer, an indemnity from the Academy Trust will be obtained with a requirement to provide early years provision from the site to prevent clawback.

Safeguarding of Children and Adults at Risk Implications

25. There is an expectation that children and families will experience an improved package of support from the Council by engaging families most in need.

Implications for Service Users

26. The Children's Centre Service in Nottinghamshire will continue to engage children and families who require early support and are considered to be at risk of poor outcomes. The following target groups will continue to be supported:
 - a) low income families with identified needs
 - b) children of teenage parents / teenage parents
 - c) families identified as having mild / moderate mental health issues
 - d) children with English as an additional language
 - e) 2, 3 and 4 year olds not accessing their minimum childcare entitlement
 - f) unemployed single parents
 - g) unemployed parents living in rural areas
 - h) children under 5 years with speech, language and communication needs
 - i) Black and Minority Ethnic groups where there is a need
 - j) parents of children with Special Educational Needs and Disability (SEND) who do not meet thresholds for specialist services
 - k) families with children on child protection plans, Children in Need and Looked After Children.

Public Sector Equality Duty implications

27. The consultation was carried out online and hard copy versions were also provided for those without internet access. The questionnaire was also made available in a variety of languages on request. The exercise was promoted through the School's website, the Children's Centre Service team and through face to face conversations with parents. Both the School and Children's Centre Service tried to reach as many local parents as possible.

RECOMMENDATION

- 1) That Committee supports an alternative use for the North Worksop Children's Centre (Rhodesia site) building, with a report being taken to Policy Committee as the appropriate Committee for a decision.

Laurence Jones
Service Director, Commissioning and Resources

For any enquiries about this report please contact:

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Group Manager, Early Childhood Services
T: 0115 97 74431
E: Irene.kakoullis@nottsc.gov.uk

Constitutional Comments (CEH 11.02.2021)

28. Children and Young People's Committee can consider the information in the report and consider whether to support the proposal. A subsequent report will need to be taken to Policy Committee regarding the formal change of occupier and use of the building going forward as the responsibility for property related functions sits within the remit of Policy Committee.

Financial Comments (SAS 11/02/21)

29. The Children's Centre property budget is managed by the Place Department at £1.1 million per annum and this will remain unchanged.
30. The vacation of this property will result in a cost saving of up to £14,014, in a full year, to the Children's Centre property budget held by Place Department. The full saving of £14,014 will only be achieved if another user can be found which will pick up all of the running costs of the building. This will alleviate some of the pressure on that budget which is currently forecasting an overspend of approximately £32,000. Renting rooms in community venues to deliver sessions will be funded through the core Children's Centre Service budget and will only be booked when rooms are needed by the service.
31. Changing the use of a Children's Centre property funded from the Department for Education Sure Start Children's Centre Capital Grant may carry a clawback risk, however the risk is mitigated if the property is used for early years provision which the school will provide. As part of the proposed transfer, an indemnity from the Academy Trust will be obtained with a requirement to provide early years provision from the site to prevent clawback.

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.

[Maximising the value of Nottinghamshire's Children's Centre Services – report to Children and Young People's Committee on 19th March 2018](#)

[Early Years provision in Nottinghamshire County Council owned properties – occupational costs – report to Policy Committee on 16th May 2018](#)

Children's Centre Property Proposals Equality Impact Assessment 2020
<https://www.nottinghamshire.gov.uk/jobs-and-working/equality/completed-equality-impact-assessments-eqias>

Electoral Divisions and Members Affected

Worksop West

Councillor Sybil Fielding

C1446

Community Consultation Feedback Newsletter North Worksop Children's Centre - Rhodesia

What?

Nottinghamshire County Council's (NCC) Early Childhood Service carried out a community consultation to gather views from local families and other interested people on possible changes to the use of the Children's Centre Service building in Rhodesia.

The proposed change is for Haggonfields Primary & Nursery School, (part of the Southwell and Nottingham Multi Academy Trust) to take over the running of the building, so that more local children and their families can regularly use it.

Why?

The Children's Centre Service has changed, with most of the service now delivered in a family's home or online. More children from aged 2 - 4 years are able to go to early years settings due to increases in childcare funding, so fewer group activities sessions are needed.

This means that some of our buildings are rarely used, so if a better use for them can be found, such as using them for childcare or handing them to the local school, we have looked at doing this.

Whenever any changes to the Children's Centre Service properties are considered, the County Council have a "duty to consult" with local communities to find out their views.

When and Where?

The consultation took place on the Council's online Consultation Hub for 6 weeks, from 7th December 2020 to 18th January 2021. [North Worksop: Rhodesia Children's Centre - Nottinghamshire County Council - Citizen Space.](#)

Due to Covid, we could not carry out any face to face sessions, so we extended the consultation timescale from 2 to 6 weeks and the school helped us publicise it on their website, under both the "News" section and setting up a separate page with more information. <https://haggonfields-primary-school.secure-primariesite.net/childrens-centre-consultation/>. Haggonfields also printed out the questionnaire for parents who wanted to complete a paper copy.

The Children's Centre Service contacted local families who were registered with them, to give them the link to the consultation and offer to print off a questionnaire to fill in, if they did not want to use the online survey. One of the CCS team is also a Rhodesia parent, so she also publicised the link to the consultation through informal networks including a local Facebook page (rather than the district wide CCS page).

The CCS team also advised the Healthy Families Team and the Midwifery Service, asking them to complete the questionnaire and promote to local families.

Early Childhood Services also contacted local district and county councillors and sent it to the other services who use the building for their views.

We received **ONE response via the online survey**, from a local mum, and **THREE responses via paper copies of the questionnaire – TOTAL OF 4** – all of which were from parents living locally, with at least one child under 5 years old, with some of the families also having over 5s too. There were no responses to the questionnaire from any professionals working in the area or community leaders, although several councillors did contact us by email.

All 4 (100%) agreed with the proposal to transfer the running of the Children's Centre building to Haggonfields Primary and said that if the school were to take over the building and offer free early years sessions, their child would use it.

Three of the parents (75%) felt that Children's Centre Services could be delivered in a variety of community buildings and family homes, with one (25%) not responding to that question.

Three parents (75%) felt that services could be delivered online (e.g. via ZOOM), with one of the parents saying, "I believe that most children's services should be face to face where possible". One parent did not respond to this question.

What next?

Subject to Committee approval, we plan to continue to work with Haggonfields Primary School to transfer the building to them, ready for September 2021.

The Children's Centre Service will continue from the other Children's Centre buildings in Worksop at Gateford, Manton and Prospect Kilton along with services such as one to one Family Support, Let's Play and Home Talk continuing to be offered in family homes, throughout the week. Due to Covid, we are also offering services virtually via ZOOM and TEAMS and we are putting lots of great activities on line via the Bassetlaw Children's Centre Service Facebook page and on Notts Help Yourself at www.nottshelpyourself.org.uk/supportingyouandyourchild

For more information, please contact:

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22nd February 2021**Agenda Item: 8****REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND RESOURCES****INTERIM VISIT TO NOTTINGHAMSHIRE BY OFSTED AND THE CARE
QUALITY COMMISSION IN OCTOBER 2020 AND UPDATE ON THE
PERFORMANCE OF THE INTEGRATED CHILDREN'S DISABILITY SERVICE****Purpose of the Report**

1. This report provides the Committee with a summary of the outcomes from the Ofsted and Care Quality Commission (CQC) Interim Visit to Nottinghamshire in October 2020, and a summary of the performance of the Integrated Children's Disability Service (ICDS) during the Covid-19 pandemic.

The interim visit to Nottinghamshire by Ofsted and the CQC

2. On 5th & 6th October 2020, Ofsted and the CQC undertook an Interim Visit to Nottinghamshire. The purpose of the visit was to support local areas to understand the impact of the COVID-19 pandemic on children and young people with Special Educational Needs and Disabilities (SEND) and their families, to learn from what has happened and identify opportunities for improvement. It was one of the first of 18 planned visits nationally, to be undertaken before Spring 2021.
3. Ofsted carried out this visit under a section 118(2) request from the Department for Education. CQC provided assistance to Ofsted under paragraph 9(1) of Schedule 4 to the Health and Social Care Act 2008. The visit was carried out remotely and was not an inspection.
4. The Ofsted / CQC Inspectors explored the following three questions during the visit with local area leaders, the parents and carers of children and young people with SEND who were chosen to be part of four case studies and the education, health and care professionals who work with them:
 - how have children and young people with SEND experienced the pandemic? What has worked well in supporting them?
 - what have the challenges been and what did not work so well?
 - what are the plans for supporting these children and young people in the future?
5. The Inspection Team also surveyed parents and carers as well as children and young people with SEND over the age of 16 years prior to the visit. A total of 132 families

responded to the survey. In the feedback to local leaders at the end of the Interim Visit, the Inspection Team referred to the responses to the survey from parents and carers, but did not share a copy with the Local Area. Therefore it is not possible to quantify the points made in the summary note of the Interim Visit.

6. Following the Interim Visit, Ofsted provided the local area with a written summary note (attached as **Appendix 1**). This was not published but shared with Department for Education SEND Advisers and NHS England SEND Advisers. Ofsted also published a report in November 2020 summarising the first six Interim Visits (attached as **Appendix 2**). Ofsted's intention is to publish a final report covering all Interim Visits during Spring 2021.
7. The following points were identified in their summary note:
 - leaders at the beginning of the pandemic moved rapidly to set up systems to help professionals across education, health and care services to communicate and work remotely. This enabled support and services for children and young people with SEND and their families to be prioritised
 - the workforce experienced considerable stress and additional workload as a result of responding to the frequent changes in national guidance, and this was often at short notice
 - the vast majority of schools remained open during the pandemic, including during holiday periods. Some parents and carers advised that remote and blending learning had suited their children's needs very well
 - risk assessments were completed for all children and young people with Education, Health and Care Plans, as well as those with additional needs who practitioners deemed may need extra help. However, they were not always multi-agency in content and not all parents were aware that the risk assessment had taken place
 - the provision of some health services was reduced due to the redeployment of health professionals to focus on the national response to the pandemic. Where possible, health teams devised new ways of continuing to support children and young people
 - social care professionals continued their work with families using technology to support communication. They checked regularly on those who had a designated social worker before the pandemic
 - some parents and carers felt abandoned due to the restrictions imposed on services. Parents and professionals felt that the needs of children and young people with SEND had not been correctly prioritised in national guidance. Other parents and carers described feeling like they had reached 'crisis point' before getting help and support from social care professionals
 - leaders are aware that the impact of the pandemic on parents and practitioners is ongoing. They are keen to reflect and learn from the way professionals have worked together in new and innovative ways to meet the needs of families during this difficult time.

8. The local area agreed the following emerging priorities with the Inspection Team for supporting children and young people with SEND:
- to use the experience of the pandemic to support improvement in services in education, health and care and to inform the implementation of the area's new SEND Policy and Strategic Action Plan
 - to ensure that the needs of children and young people with SEND are prioritised by all leaders across the local area
 - to develop a collaborative, multi-agency Action Plan for any future pandemic to set out clearly what arrangements will look like for children and young people with SEND
 - to work with education, health and social care professionals to develop a 'recovery curriculum programme' to support children and young people with SEND with their personal development, wellbeing and education during and after the pandemic.
9. In January 2021, the Children and Young People's Committee approved the Nottinghamshire SEND Strategic Plan and the Nottinghamshire Integrated SEND Commissioning Strategy. The Action Plan and Strategy will support the delivery of these emerging priorities over the next two years.
10. Colleagues in the Bassetlaw Clinical Commissioning Group (CCG) and the Nottingham and Nottinghamshire CCG have agreed a number of actions following the Interim Visit. This includes strengthening the representation of health providers on the Nottinghamshire SEND Accountability Board. It has been agreed that the Divisional General Manager for Nottinghamshire Healthcare Foundation Trust will join the Board from December 2020. The other actions agreed are:
- communication between partners, stakeholders, parents and carers to continue to be built upon; to ensure that the local provision offer during future pandemics is clear and accessible
 - a recommendation to ensure SEND risk assessments are undertaken collaboratively via a multi-agency approach, senior leads to consider developing a strategic risk assessment, to obtain assurance from stakeholders/partners
 - to improve and further develop links with key health partners to obtain a collective view of the impact the pandemic has had on children and young people and their families, to support future planning and to work more innovatively
 - the profile of SEND needs to be a priority for NHS Trusts within Nottinghamshire. Commissioners to review contracts and commissioning arrangements to ensure that partners:
 - develop a SEND Policy and pathway; have clear governance routes
 - identify SEND Executive Leads to champion and lead on SEND
 - develop quality schedule frameworks

- include the voice of children and young people; for co-production to be embedded in practice.
11. During the Autumn Term, Ofsted also undertook a programme of Interim Visits to schools, including in Nottinghamshire. The purpose of these Interim Visits was 'to reassure and inform parents, government and the public about how schools are managing the return to full education for all pupils'. Following each Interim Visit the lead Inspector provided a short letter summarising the discussions Inspectors had with leaders as well as information for parents about what leaders are doing to help pupils back into full-time education. Letters will not provide any evaluation or graded judgement. Summary briefing notes of the findings of these Interim Visits can be found on the [Ofsted website](#).

The current performance of the Integrated Children's Disability Service (ICDS)

12. Throughout the Covid-19 pandemic all the teams within the Integrated Children's Disability Service have continued to deliver services to children and young people with SEND and their families.
13. The ICDS Statutory Assessment Team has continued to meet its statutory requirements regarding Education, Health and Care Plans (EHCPs). Between January and December 2020, over 97.0% of EHCPs were issued on time. The Team applied Covid timescale modifications to only two EHCPs between May and September 2020.
14. The backlog of Annual Reviews was significantly reduced during the first half of 2020. Since the Autumn, educational settings have struggled to complete Annual Reviews within the appropriate timescales. This reflects the issues that settings have faced managing Covid-19 infections and related staff absences. The ICDS Statutory Assessment Team has provided bespoke support to a number of schools to enable them to complete Reviews.
15. The ICDS Specialist Support Team has continued to provide services including personal care at home for some of Nottinghamshire's most vulnerable children and young people. In March 2020, a Service Co-ordination meeting was established involving a range of Local Authority services and Nottinghamshire Special Schools. The purpose of this meeting was to identify families requiring crisis intervention. The Specialist Support Team provided bespoke packages of support to families referred by the Service Co-ordination meetings, to mitigate the need to take children into care. Safe socially distanced small group provision is now being offered to children and young people eligible for weekend and holiday activities at Portland College.
16. The ICDS Occupational Therapy Team has continued to assess children and young people and their environment by using technology where possible. Home visits are taking place where there is no alternative. Due to Covid-19 there has been an increase in waiting times for assessments due to seating clinics being cancelled and adaptations being put on hold.
17. The processing of applications for short breaks and reviews of existing packages have continued. The Short Breaks offer has been adjusted to enable families to apply for a sum of money, to purchase activities and equipment for children and young people where the usual short breaks provision has not been available.

18. The Physical Disability Specialist Service has continued to provide advice to mainstream schools with regard to equipment and adaptations for pupils with physical disabilities. Training sessions for school support staff have also continued, albeit with reduced numbers to ensure social distancing.

Other Options Considered

19. Due to the nature of the report no other options were considered appropriate.

Reason for Recommendation

20. Members wished to be assured that the Council's response to the Covid-19 pandemic for children and young people with SEND and their families was appropriate and ensured that their needs were prioritised.

Statutory and Policy Implications

21. 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

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

Implications for Service Users

23. The priorities agreed following the Ofsted / CQC Interim Visit to Nottinghamshire will support the Local Area to improve its response to the current and future pandemics.

RECOMMENDATIONS

- 1) That Committee considers whether there are any actions it requires in relation to the Ofsted and Care Quality Commission Interim Visits summary note, attached as **Appendix 1**, and the performance of the Integrated Children's Disability Service.

Laurence Jones
Service Director, Commissioning and Resources

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Constitutional Comments (EP 14/01/21)

24. The Children and Young People's Committee is the appropriate body to consider the content of this report. If Committee resolves that any actions are required it should ensure that such actions fall within its terms of reference.

Financial Comments (SAS 19/01/21)

25. 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 Special Educational Needs and Disabilities Strategic Action Plan 2021-23 and Integrated SEND Commissioning Strategy \(Children and Young People's Committee, 18th January 2021\)](#)

Electoral Division(s) and Member(s) Affected

All.

C1436

8 October 2020

Mr Colin Pettigrew
Corporate Director, Children, Families and Cultural Services
Nottinghamshire County Council
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NG2 7QP

Michelle Sherlock, Designated Clinical Officer, Nottingham and Nottinghamshire
County Clinical Commissioning Groups
Terry Hayes, Head of Children's Nursing, NHS Bassetlaw County Clinical
Commissioning Group
Christopher Jones, SEND Strategic Development Lead, Integrated Children's
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Dear Mr Pettigrew

Ofsted and CQC visit to Nottinghamshire local area

Following the Ofsted and the Care Quality Commission (CQC) joint visit to Nottinghamshire, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills and the Chief Inspector of Primary Medical Services and Integrated Care of the CQC, to summarise the visit findings. Thank you for the time you made available to discuss the impact of the COVID-19 (coronavirus) pandemic on children and young people with special educational needs and/or disabilities (SEND).

Ofsted carried out this visit under a section 118(2) request from the Department for Education. CQC provided assistance to Ofsted under paragraph 9(1) of schedule 4 to the Health and Social Care Act 2008. The visit was carried out remotely. It was not an inspection and local areas are not required to publish or share this letter. This visit was carried out as part of a series, the findings of which will be aggregated into three national reports to support whole-system learning. The national reports will be published on Ofsted's and CQC's websites.

Thank you for contributing valuable information. During the visit, we spoke to local area leaders, parents and carers of children and young people with SEND who were chosen to be part of case studies and the education, health and care professionals who work with them. We also surveyed parents and carers, as well as children and young people with SEND over the age of 16 years.

Context

The purpose of this series of visits is to support local areas to understand the impact of the COVID-19 pandemic on children and young people with SEND and their families, learn from what has happened and identify opportunities for improvement.

You can find more information about how inspectors carried out the visit at:

<https://www.gov.uk/guidance/interim-phase-area-send>

Inspectors were told that:

- At the beginning of the pandemic, leaders moved rapidly to set up systems to help professionals across education, health and care services communicate and work remotely. This enabled professionals to keep in touch with each other and to prioritise support and services for children and young people with SEND and their families.
- Service managers and practitioners experienced considerable stress and additional workload as a result of responding to the frequent changes in national guidance. This was often at short notice. They know that some families of children and young people with SEND may not feel that they received the support they needed during this difficult and worrying time.
- The vast majority of schools remained open during the pandemic, including during holiday periods. Leaders and education practitioners worked together to create school hubs. Parents and multi-agency service practitioners described staff in schools as being the 'mainstay' of support for children and young people with SEND during this time.
- Some parents and carers considered that remote and blending learning suited their children's needs very well. Professionals working in schools agreed that this was a positive approach for some children and young people. Some expressed a desire for this approach to continue for some pupils after the pandemic.
- During COVID-19 restrictions, risk assessments were completed for all children and young people with EHC plans as well as those with additional needs who practitioners deemed may need extra help. Risk assessments were used to plan individual packages of provision and advice for families. However, they were not always multi-agency in content and not all parents were aware that the risk assessment had taken place.
- Professionals working in the Integrated Children's Disability Service Assessment Team, completed structured telephone calls with families. This was to make sure children and young people's needs were being met and to identify when it was safe for them to return to school.
- The provision of some health services was reduced due to the redeployment of health professionals to focus on the national response to the pandemic. Where possible, health teams devised new ways of continuing to support children and

young people. For example, community paediatricians carried out virtual consultations instead of meeting children and young people in hospital clinics.

- Social care professionals continued their work with families using technology to support communication. They checked regularly on those who had a designated social worker before the pandemic. However, the care needs of some children and young people who did not have a social worker changed as a result of the COVID-19 restrictions. The parents and carers of these children described feeling like they had reached 'crisis point' before getting help and support from social care professionals.
- Some parents and carers felt abandoned due to the restrictions imposed on services. Parents and professionals felt that the needs of children and young people with SEND had not been correctly prioritised in national guidance. For example, some families experienced the sudden withdrawal of essential health and care support for their children.
- Leaders are aware that the impact of the pandemic on parents and practitioners is ongoing. They are keen to reflect and learn from the way professionals have worked together in new and innovative ways to meet the needs of families during this difficult time.
- Leaders and professionals are positive about the approaches that they have adopted to work together to meet children and young people's needs. Some parents commented that their children preferred meeting professionals using technology. Professionals were also positive about this approach continuing in the future and being combined with face-to-face meetings.
- A number of parents benefitted from the hard work and support of individual professionals who went out of their way to help them cope in challenging circumstances. Some parents gave examples of professionals visiting food banks and delivering shopping for them. Others appreciated receiving resources to aid home learning such as laptops and standing frames. Most valued the availability of school staff for advice and support, which often went beyond learning and behaviour management techniques.

Leaders told inspectors that their emerging priorities for supporting children and young people with SEND include the following:

- Using their experiences of the pandemic to support improvement in services in education, health and care and to inform the implementation of the area's new SEND policy and action plan.
- Ensuring that the needs of children and young people with SEND, including those with EHC plans, are prioritised by all leaders across the local area.
- Developing a collaborative, multi-agency action plan for any future pandemic. Area leaders aim to set out clearly what arrangements will look like for children and young people with SEND.

- Working with education, health and social care professionals to develop a 'recovery curriculum programme' to support children and young people with SEND with their personal development, well-being and education during and after the pandemic.

Ofsted and CQC will not publish this letter and will keep it confidential as far as possible. This letter will be shared with Department for Education SEND advisers and NHS England SEND advisers. These advisers may then choose to offer further support to the local area based on the findings.

Yours sincerely

Stephanie Innes-Taylor
Her Majesty's Inspector, Ofsted

Margaret Burke
Her Majesty's Inspector, Ofsted

Rebecca Hogan
Children's Services Inspector, CQC

COVID-19 series: briefing on local areas' special educational needs and disabilities provision, October 2020

Evidence from visits to six local areas between 5 and 14 October 2020

Ofsted and the Care Quality Commission (CQC) are carrying out a series of 'interim visits' to local areas to hear about the experiences of children and young people with special educational needs and disabilities (SEND), their families and the practitioners and leaders who are supporting them during the COVID-19 (coronavirus) pandemic. This briefing note reports our findings from the first six of these visits.

Data summary

We used a case-study approach focused on a sample of children and young people with SEND to examine what had happened to their support during the pandemic.

Inspectors spoke to the parents and carers of 28 children and young people, along with the education, health and social care practitioners who work with them. We invited children and young people to participate in interviews, but none did for these visits. Inspectors also held discussions with education, health and social care leaders from the six areas we visited, including senior officers from the local authority, clinical commissioning group and NHS services such as child and adolescent mental health services (CAMHS).

The children and young people were selected to provide as much variety as possible in terms of gender, ethnicity, type and complexity of need, the range of agencies offering support, the type of education provider attended and whether they had involvement from social care practitioners. Their needs included autism, social, emotional and mental health difficulties, physical and developmental health conditions such as epilepsy and cerebral palsy, sensory impairments and difficulties with communication, cognition and learning. In total, five of the families had support from early help, nine were involved with statutory children's services (children in need, children subject to child protection plans and looked after children) and two had involvement from adult social care teams. Inspectors also considered responses to online surveys for young people (aged 16 to 25) and parents and carers in the local areas. Overall, 92 young people (minimum of 0 and maximum of 35 in each local area) and 1,427 parents and carers (minimum of 62 and maximum of 678 in each local area) responded.

It is important to note that the sample of survey respondents was not random and, in some areas, very few people answered the survey. Consequently, results may not be generalisable to the wider population.

Main findings

Many of the families and survey respondents found the first national COVID-19 restrictions challenging and said coping got harder as time went on. Parents and carers who normally relied on established routines, informal and family support networks and specialist services for their children struggled without them. Some spoke about their child's regression, their own emerging mental health difficulties, the challenges of explaining restrictions to their children, or real concerns about the risks the virus posed to their child's health.

Nevertheless, some children and young people had positive experiences, at least in some respects. Those who remained in education throughout were reported to have benefited from the experience and often flourished with smaller class sizes and more support. Others enjoyed being at home and made progress.

Some area leaders described their ambition to put children and young people with SEND and their families at their heart of strategic planning. They aimed to keep services accessible, albeit in an adapted form when necessary. Some practitioners also described steps taken to ensure service continuity. Families in all six areas spoke about the benefits of bringing multi-agency practitioners together online. They also valued online resources when they were able to follow education or therapy programmes and support their children's learning and development. However, some services, such as short breaks, physiotherapy and occupational therapy, were more difficult or impossible to deliver at distance. There were also concerns that not all families were able to access online provision equally because they did not have the technology or because English was not their first language.

The state of relationships between families, services and practitioners before March 2020 impacted on the effectiveness of the support that families received during restrictions. If relationships were good and working well, support was more likely to continue and be adapted well to families' needs. Some families described support from individual practitioners in glowing terms, often naming particular people who had gone 'above and beyond' and speaking warmly about how this had benefited them. Conversely, weak relationships between families and practitioners deteriorated even further. The consequences of this could be serious. In all six local areas, some families reported receiving little or even no contact from practitioners. Some children did not receive learning support and some were not able to access health and therapeutic services. In a small number of cases, families said that their children's health had deteriorated as a consequence, or that their children had lost learning and communication skills.

Local area leaders were still facing challenging circumstances in the coming months. Some anticipated a rapid increase in COVID-19 cases. Others were concerned about staff burnout after months of significant change and high workloads. Many said their

priorities were to support the mental health and well-being of their teams and the children, young people and families they worked with, as well as enhancing communication between services and with those that use them.

Methodological note

This is the first SEND briefing note in our series about COVID-19. The evidence is drawn from two-day interim visits to six local areas, with no graded judgement. These local areas volunteered to take part, which is likely to affect the findings.

Ofsted and CQC inspectors selected 28 children and young people for case studies, using a shortlist provided by the local authorities visited. To give a wider context to these visits, we also sent surveys to young people and parents and carers. The response rate for these varied between the local areas and the achieved sample was not random.

For in-depth qualitative research, the case-study sample size is good. However, the needs of children and young people with SEND are diverse and the number of survey respondents and local areas involved in the visits is small. Therefore, general observations about SEND services across the country should not be drawn from this one briefing.

Overarching questions

This briefing answers **four** broad questions based on evidence from the visits:

1. How have children and young people with SEND experienced the pandemic so far?
2. What has worked well in supporting children and young people with SEND?
3. What have the challenges been and what has not worked so well?
4. What are the plans for supporting these children and young people in the future?

How children and young people with SEND have experienced the pandemic so far

The pandemic has been challenging for many children and young people with SEND but some have thrived.

Many of the case-study families and survey respondents had experienced difficulties. In some cases, these difficulties were profound. Survey respondents in particular mentioned the emotional strain caused by restrictions, which they attributed to the loss of support both from family members, who they could no longer see face-to-face, and from education, health and care services. Some families felt unable to fill in the gaps left by the loss of these services, resulting in them 'feeling like a failure' or 'useless and overwhelmed'. Several families had shielded throughout the period of the first national restrictions due to concerns about their children's health. Some of these families struggled with the isolation this entailed.

Some families found coping with the pandemic more difficult over time, even when they felt the services and other forms of support they were receiving were effective. Changes to daily routines and settings were difficult for some children and young people to cope with. For a small number, this had led to changes in behaviour that were physically or emotionally challenging. One parent of a child with complex needs who was unable to speak reported that, although the restrictions had initially been positive for their child due to being in a quiet home environment, 'there came a point where it turned'. Their child began to experience lethargy and an increase in seizures, which the parent felt was connected to their mental health.

The strain also affected the mental health of parents and carers as well as their children. A small number of the survey respondents said they had received treatment for new or emerging mental health disorders. Practitioners in all local areas also discussed their concerns about the mental health of families. For example, a manager from one of the SEND teams commented that some children have picked up anxiety 'from people around them'.

A small number of parents and carers said their child had enjoyed the period of restrictions because they disliked school or appreciated being at home with reduced sensory input and other forms of pressure. Some also said that, despite the more difficult aspects of life during the pandemic, they had enjoyed and appreciated spending time together as a family. In some cases, this was felt to have helped their children with SEND to develop social skills through interactions with brothers and sisters, for example.

Education was different even for those attending their usual place of learning.

Some of the children and young people we heard about during the visits had attended education throughout the restrictions. Most of this group continued to receive teaching, both face to face and virtually, and had found the experience to be beneficial as a way of maintaining routine. For example, one child remained at their residential special school and thrived there, being marked out by the school as having achieved particularly well during this time.

For those learning in the classroom, the experience was often different to the usual, even for those attending specialist providers, as the number of pupils attending fell. Some of these children benefited from the smaller class sizes and more individual support from adults. A minority were said to have received 'childcare' when attending their place of education, with education itself taking place at home. However, some parents and carers said that this had still given them some valuable respite.

Other children and young people in our case studies did not attend education during this period. Some of their parents and carers reported that children had regressed in their learning and communication due to deteriorating mental health and a loss of support. One foster carer spoke about how their child had reached a point where she barely left her room and would not engage in conversation with them or the youth worker who took her out for short breaks. Another parent who responded to the

survey said that their child, who attended a special state primary school, had 'lost the ability to speak' using the 'picture exchange communication system' (PECS). The parent described how they had re-taught their child how to use PECS but 'it was two years of work undone in the space of a few months due to a lack of support'.

Remote learning in some form was offered in all of the local areas. Families felt that the quality varied. Some said schools had differentiated work for their children and lowered expectations on homework and deadlines for tasks. Some of these families had found lowered expectations useful, as they felt it reduced the pressure on their child. However, others were dissatisfied with their education provision:

- 47% of the 1,260 parent and carer survey respondents who gave information about the amount work set for their children reported that it was either too much or too little
- 40% of the 1,250 respondents who gave information about the level of challenge offered by the work said it was either too difficult or too easy for their child.

A small number of the children who did not attend school made considerable progress at home. One foster carer, who had experience as a teaching assistant, had used the period to cover work their child had missed due to frequent exclusion from the classroom and subsequent move to a pupil referral unit. This had worked well and improved their confidence. Another child was taught by her grandmother, who had experience of educating children with SEND. She benefited considerably from this, particularly in terms of handwriting skills.

Some parents and carers whose children had enjoyed learning at home or in smaller classes at their usual place of learning expressed concerns about how their children would handle the return to school. A few of these families said their child had coped better than expected since returning full or part time from September. Others said there had been an increase in incidents of challenging behaviour. One local authority reported a higher than expected fixed-term exclusion rate in the first half of the autumn term, which was attributed to difficulties with supporting some children and young people back into education.

Some parents and carers said their child had not been offered a place at school despite qualifying under government guidance. Other families in the case studies had chosen for their child to remain at home despite being offered a school or nursery place, due to concerns about transition and the risk of infection. For example, one family declined offers of a new nursery place as they had concerns about their child's ability to settle. They were also worried that they posed a risk to other children as they were key workers, with an increased likelihood of contact with COVID-19 patients.

What has worked well in supporting children and young people with SEND

Many education, health and social care practitioners stayed in touch with families and worked with them to find ways of providing support.

Across local areas, individual practitioners and services were making a clear difference to families. One parent said: 'I felt I wasn't alone and I felt I wasn't just a number'. There were many examples of families naming practitioners who had gone 'above and beyond' to support them and their children.

In one example, the therapists and social worker for a child with physical needs all visited the child's school on the first day back in September to check their specialist equipment was available and correctly adjusted. In another, a special secondary school offered a place during the first national restrictions to a young person with autism but respected the parent's decision to keep them at home for safety. However, the offer remained open and the young person partially returned to school in July to help them prepare for a full return in September. Another parent talked about how their local authority case worker had emailed them outside of working hours to make sure their child's education, health and care plan (EHCP) was updated quickly.

Most of the case-study families felt their children were generally well supported by their education providers (primarily mainstream and special primary and secondary schools, with some attending nurseries and a small number attending further education providers). Many providers supplied tailored learning activities to families, including one special school with on-site occupational therapy (OT) provision sending exercises home to a child. Some providers sent laptops and tablets or paper copies of work to families who did not have access to necessary IT equipment. Several survey respondents also described benefiting from this practice.

Almost all the case-study families said that school staff had kept in touch with them and their child through phone or video calls, email or online learning platforms. Some families talked about how, as restrictions continued and they had found their child was more adversely affected, they had talked to school staff about this, and their child had then started attending school. In a few instances, in-school interventions such as speech and language therapy (SaLT), physiotherapy or, in one example, paediatric assessment, continued. Appointments took place on school premises, allowing children and young people's needs to be identified and met.

Outside of schools, some local areas employed flexible practices so they could continue to offer therapeutic services, for example, holding therapy sessions in public areas where social distancing could be maintained. For some families, support from therapists continued face to face. One parent of a child with cerebral palsy talked about how their child's occupational therapist had run sessions wearing PPE. Other areas used risk assessments to identify families who most needed face-to-face appointments. For example, in one local area, a dietitian talked about how the face-

to-face assessments had been focused on those most at risk, such as premature babies discharged early from hospitals to prevent infection.

Social care practitioners in some local areas also used responsive practice. In one area, assessments had continued online, but with a rapid return to face-to-face practice. Social workers and families talked about the importance of maintaining face-to-face contact where possible, for example, by doing garden visits or taking children and young people on walks to give them a chance to share how they were doing and to give parents and carers a break.

Many of the case-study families spoke positively about their family support workers. One parent said that their family support worker had provided them with face masks and door protectors to help during their child's 'meltdowns' and visited regularly, following health and safety rules. Another parent struggling with diagnosed mental health difficulties described how their social worker had been 'very supportive' of them personally as well as their child. This echoed some social care practitioners' comments about the importance of supporting the whole family, not just the child or young person.

Existing good relationships between practitioners and families were strengthened.

Evidence suggests that already positive relationships between families and a multi-agency group of practitioners were more likely to strengthen further during the pandemic. Families in this position spoke of weekly or sometimes daily contact with practitioners. They were able to get in touch through phone calls, texts, emails and conferencing software with relative ease. A small number of families continued to have face-to-face contact. This included visits from social workers, class teachers and early years services.

Good levels of contact with families were important for ensuring that support was adapted to meet their changing requirements. For example, one local area practitioner group talked about carrying out a risk assessment for a young person with complex needs, including autism and multiple health conditions. Due to the young person being in a high-risk COVID-19 category, practitioners and the family initially decided that they should remain at home instead of attending their usual place of learning. However, the young person's behaviour quickly escalated to a degree that they and others were at risk. After the family had spoken to the practitioners about this, a multi-disciplinary meeting took place and it was decided that it was better for the young person and the family's well-being and safety if they attended school. This was arranged swiftly and had an immediate positive impact.

There was also evidence that new relationships between practitioners and families had been more difficult to establish during the pandemic. For example, one group of health practitioners who found it difficult to assess a child used the special educational needs coordinator (SENCo) at the child's special school, who was known and trusted by the family, as a way of creating a relationship with the child.

There was evidence that a pre-existing relationship could be critical to ensure that services could be provided due to the nature of some children's SEND. One young child who had a severe visual impairment was able to engage with practitioners using online platforms only because she recognised their voices.

Multi-agency working continued and improved for some. This was vital for ensuring that families were supported.

In most local areas, practitioners talked about how partnership working had been effective and used child-centred models, with meetings that included everyone working with a family when decisions needed to be made. Most felt meeting virtually was easier. Some practitioners, like health workers such as paediatricians, GPs and psychiatrists, said that moving meetings online had meant they had been able to attend more regularly than previously due to not needing to travel.

Strong multi-agency working was important to families' well-being. In one local area, regular contact with trusted practitioners was described as a 'lifeline' for families, providing important insights into what was and was not working for them. Practitioners could then feed this back to relevant agencies and take action themselves.

Work to encourage multi-agency approaches and discussion with families was mentioned as a priority in some local areas. One area created a spreadsheet with details of vulnerable children and young people, which could be accessed and updated by the practitioners working to support them. This helped create a sense of team spirit among those working from different agencies to support the children, and to remove barriers to multi-agency working. In some local areas, there was evidence of a clear multi-agency approach and strong working relationships across education, health and social care alongside the local authority. Leaders in one area continued the strategic objective of strengthening their work with the local parent and carer forum, which was reported to have been highly successful.

Face-to-face appointments have become more widely available recently.

There was evidence that services were now making progress towards returning to pre-pandemic provision, with face-to-face appointments being offered to increasing numbers of families.

For example, risk assessments were being used to allow face-to-face appointments to take place for those who needed them most, and children who had not received face-to-face education since March were returning to the classroom. One of the local areas had implemented a summer programme for children and young people with SEND to encourage them to engage in face-to-face, outdoor activities as restrictions began to ease. In another local area, leaders had worked hard to rapidly revise and update their local offer to reflect what was available during the pandemic.

Local areas focused on service continuity as well as adapting provision.

As well as continuing to provide existing services, local leaders also described ensuring that services adapted once restrictions began in March 2020. Some had prepared for this beforehand. Area leaders talked ambitiously about how they tried to make sure services remained available to families. Most described making considerable effort to ensure that children, young people and families were at the centre of their strategic planning.

At an operational level, some local areas stretched existing services to reach as many families as possible. In one area, the local virtual school team reached a large number of families who were not known to them previously. This was because local area leaders had reorganised themselves to improve responsiveness and a dedicated email address was set up for families to request help. One parent summed up the approach that their local area had taken as inclusive, caring and much appreciated: 'They always say it takes a village to raise [a] child, and [my local area] has been my village'.

One of the principal impacts on the SEND system was the immediate need to rethink provision that had traditionally been delivered face to face. Leaders and practitioners in all six areas described maintaining and even increasing communications between agencies and practitioners and with families. They used video-conferencing software and messaging platforms. Families and practitioners generally described the move online as a positive change and said they felt they had been able to stay in contact more effectively, with one foster carer saying that 'doing things online has taken the pressure off'.

What the challenges have been in supporting children and young people with SEND

Not all families had contact with practitioners.

Although case-study families warmly described the contact they had received from different practitioners, this was not a universal experience. For example, one of the respondents to the young people survey, who was in their GCSE year, described leaving school in March and receiving no subsequent contact from their education provider, saying they were supplied with no learning because exams had been cancelled.

A small proportion (5%) of the 1,285 parents and carers who said their children had attended an education setting before March reported that their child had received no learning support at all, such as worksheets or online lessons. A small number also said their child had received no contact from health services.

A small number of young people, parents and carers said their social worker had not been in touch, even though these respondents had received these services before March.

Although some respondents who received no contact said they had managed without outside help, others said it had a negative impact on their children and, in some cases, themselves. These respondents reported feeling isolated and anxious. Some also described difficulties with children's worsening physical or mental health when, for example, assessments and operations had been delayed, resulting in pain. One survey respondent said they had 'stopped making demands' of their child, including not doing home learning with them, to help manage the stress of restrictions. Another respondent had faced problems trying to get their child to 'trust and re-engage' following a prolonged period without contact from others outside of the family home. These examples were found across all six areas. This suggests that a lack of contact from practitioners caused a variety of problems for families, leading to an increased need for support and intervention.

Families were not always included in discussions about how best to support them. This meant that some did not get access to support they needed.

Although risk assessments for children and young people with EHCPs continued in many cases, not all families were consulted during this process. Our survey suggested that 83% of parents and carers who responded and a similar proportion of young people with EHCPs were unaware that risk assessments had been carried out or said they had not been involved with them. However, this may be overstated. Interviews with case-study families found some instances where parents and carers mentioned taking part in discussions about their child both in relation to their needs and to the risk of COVID-19, but these discussions were not understood by all to be 'risk assessments'. The way the question was asked may therefore have resulted in the survey under-measuring the extent of families' involvement.

However, in some local areas, there was evidence that children and young people missed out on support because they did not come under the highest rating in providers' risk assessments, or their high COVID-19 risk meant that non-pandemic-related risks were side-lined. This was further exacerbated in one local area, where multiple risk assessments were taking place across different providers but did not appear to have been shared among practitioners or integrated effectively, and families were not consulted well. As a result, the assessments were often piecemeal and largely focused on education or health and safety, instead of taking a more holistic view and factoring in existing EHCPs or special educational needs (SEN) support plans.

There was an increased chance that families could fall through the gaps when they were not listened to. For example, one foster carer said that their child began to disappear frequently at night and refused to do any home learning. They had asked for the young person to continue attending school, but the school had said the risk was too high. Children's social care had been in regular contact with them and the young person through phone calls, but the increased risk to the young person's safety due to their behaviours was not fully recognised. This child did not return to school until it re-opened more widely.

The availability of services across the six areas was variable.

Social care provision and contact were particularly variable across the six areas. In some places, practitioners and families talked about the effort from social workers to try and keep in touch with children and young people through different types of communication. Video calls, phone calls and, in one local authority, socially distanced visits were used to maintain relationships with families.

In contrast, short breaks ceased for some of the case-study families and, in total, 59% of survey respondents who received a short break before March said access to this stopped during this period, varying from 40% to 78% across the six areas. In two local authorities, social care input from some services such as the disabled children's team was dependent on narrow eligibility criteria. As a result, only children deemed to be at the highest level of risk, termed by one social worker as those at 'crisis point', received support. Many families who needed support were unable to access the provision they needed.

More generally, families across local areas talked about the difficulties in accessing short breaks, most of which were paused or at least reduced. In one local area, no form of overnight respite care was offered at all. However, some families said that local and national charity organisations had partially filled this gap, which they were very grateful for. These charities provided therapeutic services and interventions as well as respite care.

Parents and carers who received more limited contact and support from the services working with their child before and during the pandemic reported feeling 'a bit like being on a desert island'. Children's and young people's needs have been impacted in different ways, with some more negatively affected than others. This was more often the case when children and young people needed particular services that were more likely to be absent (such as NHS healthcare services) or support packages that could not be provided virtually with the same degree of effectiveness. For example, one parent talked about their child's posture and muscle strength deteriorating over time. The child had been assessed for new splints by NHS health services just before the first national restrictions and the family was told these would be sent by post. They never materialised and instead the parent eventually managed to contact a private setting that offered new splints free of charge.

Not all services could switch to online provision effectively.

In several local areas, access and waiting lists for CAMHS were a particular concern. Practitioners and leaders felt this was partly due a greater demand from families for face-to-face appointments, which were not possible. In one local area, a family talked about how challenging it was to implement some therapies in a home setting without professional guidance. They were worried that the physiotherapy exercises they were doing with their child were incorrect, even though they had some medical training. This concern was mirrored by other parents for therapeutic packages for services like speech and language therapy, where a small number of parents reported not being able to understand the material.

Across some local areas, the evidence suggested that some services, such as CAMHS, were less likely to have moved to a virtual support model or adapted their existing practice. This had led to higher levels of dissatisfaction among families. One parent talked about several referrals to CAMHS that had been delayed indefinitely. Another said their child had been receiving CAMHS support before but was now back on the waiting list. Health practitioners also reported some difficulties in maintaining hospital contact and appointments for children. One psychiatrist talked at length about how they had to 'beg' the local area hospital to take a young person for blood tests, after becoming concerned about the side-effects of his medication and his special school reporting that he seemed unwell.

Support was partly determined by family resources.

In some local areas, some support was reduced or absent because families had varying access to IT equipment and technology as well as time to spend supporting their child. Some practitioners described the quality of online interactions being very dependent on the family's access to appropriate technology, with appointments being easier if families used a PC or laptop as opposed to a smartphone. In the more culturally diverse areas visited, language was also mentioned as a potential barrier to effective online appointments. Practitioners noted that extended family members who might previously have provided informal interpretation were unable to do so using the new methods of contact. Others described exploring options to include additional family members in virtual appointments or using an interpreting service. Local leaders and practitioners across all of the areas expressed concerns about the way family resources affected access to support.

There was also evidence that the quality of support available to some of the case-study families was determined by the extent to which they proactively sought this support from practitioners and charities. A small number of the case-study families described turning to charities for therapeutic services, which they felt had been able to resume face-to-face interventions more swiftly than NHS providers. Another family was unhappy with the support and equipment provided at school for their child but had not raised this with the school or health practitioners, who expressed surprise when informed of the family's concerns. The phenomenon of parents and carers 'fighting' for support has previously been noted in reports examining the SEND system.¹ It is possible the pandemic has resulted in families needing to 'fight' to secure support from charities to fill in the gaps of previously received services. Further evidence will help to show if this is the case.

Leaders and practitioners had difficulties interpreting government guidance.

At a strategic level, local leaders talked about difficulties in adapting to and interpreting guidance from central government. Leaders in the areas visited talked

¹ 'Support for pupils with special educational needs and disabilities in England', National Audit Office, September 2019; www.nao.org.uk/report/support-for-pupils-with-special-educational-needs-and-disabilities.
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about how they had found government guidance to be frustrating at times due to it being 'ever-changing' and at times overwhelming. This caused confusion for leaders, practitioners and families as to what could be implemented and how, particularly at the start of restrictions.

In one local authority, leaders felt health providers had interpreted guidance in a way that resulted in adults being prioritised over children, which led to the clinical commissioning group withdrawing packages of care. In another local area, leaders and practitioners said that a lack of clarity and changing guidance had caused inconsistency in the local area's response between providers, with some continuing and others 'shutting down' completely. Some practitioners also talked about the families they worked with being unaware that they could or could not do certain things until told by a professional.

How areas plan to support children and young people with SEND in the future

How local areas were planning to support children and young people in the future was affected by the ongoing threat from the pandemic and the likelihood of further restrictions.

Increases in infection rates were affecting staffing levels as well as the availability of services and commissioning. In some of the high-risk local areas, there was less detail from leaders about how they would continue to adapt SEND support in the event of tighter restrictions, possibly because the pandemic response itself continued to dominate strategic planning. In other local areas, the pandemic was perceived as a less immediate threat and leaders described a greater focus on non-pandemic planning. Leaders in all areas were concerned for the well-being of their staff and the risk of 'burnout' if the level of activity continued at unusually high levels.

Leaders also recognised the toll the pandemic had taken on the mental health of some families. They had identified this as an area to focus on. Examples of this included projects to try and increase access to open spaces such as swimming and leisure facilities, and a 'recovery curriculum', with a focus on well-being and personal development being used to support children and young people with SEND.

Leaders in several of the areas recognised that the pandemic had changed the needs of children and young people with SEND, and that they needed to reassess in order to ensure access to the right help. One local authority planned to reassess all children with EHCPs to ensure that support packages and targets were fit for purpose. In other areas, the focus was on identifying, assessing and meeting the needs of children and young people receiving SEN support. This group were felt to have missed out on the level of support offered to those with EHCPs.

Some areas planned to continue existing work to improve families' involvement with services and to aid cooperation between different agencies. In other areas, this work was identified as an area for improvement. In these areas, discussions centred on ensuring that adequate feedback was collected from families, either at a strategic

level or among particular groups of practitioners. As a result of participating in these visits, some practitioners had recognised that they had not sought input from families or from each other to the extent that they would have wished.

Leaders in several areas planned to introduce approaches similar to those that other leaders had found to be effective, such as an integrated casefile or spreadsheet that all practitioners working with a family could access. This would be helpful and mitigate some difficulties in communication during any future restrictions.

Several local areas recognised that a second set of national restrictions would impact on schools and other service providers again. One parent reported that their child's return to school in September had initially gone well, but they were now 'getting into issues' with self-isolation, and their school had recently been closed for a fortnight. Leaders, along with school staff, discussed plans to focus on developing virtual home-learning tools and processes, including 'blended' packages and differentiated work to continue to meet the educational needs of all children. Some leaders also mentioned plans to develop evidence-based interventions to improve outcomes for children, but these were not described in detail.

Similarly, even in areas where the perceived threat of COVID-19 was lower and face-to-face appointments were resuming more rapidly, leaders and practitioners described plans to continue with some virtual practices. These had proved to be successful and popular with families, and this would allow for continuity of provision in the event of future restrictions. Leaders in services that had been less effective at keeping in touch with families talked about making this a priority in any future planning. For several local areas, this was especially in reference to CAMHS and some medical services. Practitioners also talked about developing training opportunities for staff on how to use virtual tools effectively.

Local areas also identified work for the future in response to specific issues:

- One local area had identified an increase in fixed-term exclusions for children and young people with SEND after schools fully re-opened in September. At the time of the visit, the area had begun to work with school leaders to address this and ensure that provision better met these children's needs.
- One local area identified that support plans for children were focused on the present, with there being some evidence of 'squeamishness' in planning for the longer term or for adulthood, in particular when children and young people had life-limiting conditions. Leaders were beginning to consider how to rectify this, and to ensure that planning for adulthood occurred more systematically.
- In one area where access to respite care had reduced, there were plans to increase capacity and reach, particular for those requiring an overnight short break.

Conclusions

Overall, children, young people and their families have had mixed experiences through this period. Some families have felt isolated, with limited contact from schools and services. Others shared a huge amount of praise for the health practitioners, social workers, local authority family support workers and school staff who had supported their children.

Many of the practitioners spoke about the difficulty of trying to continue all of the services a young person might have received, including therapies, medical assessment and short breaks. However, there was also a clear commitment to finding new ways of working to improve this, using online appointments or outdoor face-to-face meetings and groups providing opportunities for social interaction and respite for families.

Although most leaders and practitioners have worked hard to support the children and young people in their care, the pandemic has presented serious and far-reaching challenges for families, which have not all been possible to resolve. The visits found examples of responsive and flexible service and effective use of technology to lessen the impact of these. However, significant challenges remain. Leaders and practitioners said their priorities and plans focused on access to assessment and support, creating systems to ensure that feedback was collected from families and encouraging multi-agency collaboration to try and improve support for children and young people with SEND in the future.



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Agenda Item: 9

REPORT OF THE CORPORATE DIRECTOR, CHILDREN AND FAMILIES

PROGRESS IN IMPLEMENTING AREAS FOR IMPROVEMENT OUTLINED IN THE OFSTED INSPECTION OF LOCAL AUTHORITY CHILDREN'S SERVICES

Purpose of the Report

1. The purpose of this report is to update Children and Young People's Committee on progress in implementing the areas for improvement identified in the Ofsted inspection of Local Authority Children's Services in October 2019.

Information

2. In October 2019, Ofsted undertook an inspection of the Local Authority's Children's Services under the ILACS framework. The scope of the inspection covered services for children in need of help and protection including early help, and services for children in care and care leavers, and the impact of leaders on such services. It also included a regulatory inspection of fostering and adoption services. Under the inspection, the Authority was judged on a four point scale: outstanding; good; requires improvement to be good and inadequate.
3. Ofsted made the following judgements:

Judgement	Grade
The impact of leaders on social work practice with children and families	Good
The experiences and progress of children who need help and protection	Requires improvement
The experiences and progress of children in care and care leavers	Good
Overall effectiveness	Good

4. The inspection concluded that "good practice has been maintained for children in care, and the care leavers service has been transformed. Most children who require help and protection services receive effective support, but the local authority has not yet successfully sustained good services for all children".
5. The report highlighted many strengths within the Local Authority's practice, notably highlighting the skills and commitment of the workforce, and the positive support provided by their managers. The report also highlights the strength of political and corporate support,

and the positive impact in particular on services for children in care and care leavers, for example through leisure cards and council tax exemptions.

6. The report outlined a number of discrete areas for improvement that the Council is required to make:
 - a. The quality of strategy discussions and meetings so that they are always timely, involve all relevant partners and are well recorded.
 - b. The consistency of social work practice in all geographical areas of the county.
 - c. The awareness of, and social work response to, safeguarding privately fostered children.
 - d. The assessments, support and oversight of children in care placed with family and friends carers.
7. Despite the constraints that the Covid-19 pandemic has placed on the Local Authority, progress has been made in all improvement areas:

Area for improvement	Progress
Quality and timeliness of strategy discussions	<ul style="list-style-type: none"> • Multi-agency working group established and meeting regularly following initial pause during lockdown • Pilot taking place with Multi-Agency Safeguarding Hub (MASH) health team now attending strategy discussions for new referrals showing early positive impact • Challenges in progressing development work with schools due to pandemic so this remains a priority • Police have delivered briefings to staff to increase awareness of their role in respect of strategy discussions and joint investigations • Social care developing Mosaic recording system to ensure supports good practice and enable better performance monitoring • Joint training planned across health, police and social care to continue to improve practice.
Consistency of social work practice across the County	<ul style="list-style-type: none"> • The values and principles within our strengths-based practice model have continued to underpin our approach to improving the quality of social work practice this year, within the context of the pandemic • We have sought to drive consistent practice in our response to the pandemic through setting clear practice guidance standards around weekly contact with families, risk assessment, approach to assessment and visiting. Management information and audit have identified that practice standards have been achieved and that many families have benefited from increased contact and support • There has been weekly communication to staff from the Service Director which has aimed to highlight and celebrate good practice, recognise, value and support

Area for improvement	Progress
	<p>staff, and provide clear guidance on practice expectations.</p> <ul style="list-style-type: none"> • Throughout the pandemic we have maintained mechanisms to support the development of consistent practice, for example group reflective supervisions, development of practice briefings, team development days, knowledge and skill statement of the week, • We have developed an improvement cycle to ensure that when we identify areas for practice improvement, that there is a clear plan for how improvements will be achieved, and impact evaluated. In the next year there will be a focus on driving consistency of practice in respect of neglect, including a focus on understanding the impact of neglect, child development, the importance of chronologies and analytical writing.
Safeguarding privately fostered children	<ul style="list-style-type: none"> • Over the last year there has been an increased level of scrutiny and oversight on practice in respect of privately fostered children. • There are currently 15 privately fostered children. The designated Service Manager lead for private fostering reviews all cases of privately fostered children on a monthly basis to check that the assessment of suitability is being progressed, that there is management oversight on the case and the child is being seen in accordance with practice guidance and on their own. If areas of concern are identified, the relevant team manager and children's service manager for that area is notified. • To support improvements in consistency of practice, recognising that social workers may only infrequently hold a case of a privately fostered child, a lead Social Work Practice Consultant and Social Work Support Officer have been identified to provide practice expertise and ensure all the relevant checks are sent out in a timely manner and ensure cases progress accordingly. • Work has also been undertaken with the raise awareness of privately fostered children both within social work teams and across the NSCP, through virtual briefings. New leaflets have been published to distribute across the partnership.
Care for children in care placed with family and friend carers	<ul style="list-style-type: none"> • Over the last year significant improvements have been made in the assessment and oversight of family and friends carers. • Processes have now changed so that there is Group Manager authorisation of connected person placements on the first night, with regulation 24 assessments commenced within 24 hours of the placement, provided

Area for improvement	Progress
	<p>that police checks have been received. When assessments have taken place and minimum standards not met or are unlikely to be met, authorisation is required by the Service Director.</p> <ul style="list-style-type: none"> • The Service Director reviews cases where national minimum standards are not met and sets clear expectations in terms of next steps. Cases are reviewed via the scrutiny panel for looked after children. • There is further work to do to develop robust tracking of all cases, and to ensure that the support available to children in these placements is consistent and in line with the support available to children in other placement types. This is being addressed as part of the kinship review. • An audit of placements is planned for Quarter 4 of 2020/21.

8. Progress against the areas for improvement, within the context of the pandemic, was discussed by Officers with Ofsted as part of the Annual Engagement Meeting on 26th November 2020. This was a delayed annual conversation due to the pandemic. It was a constructive conversation which recognised the commitment that the Council has displayed to continuing to improve services for vulnerable children and young people. The formal record of the meeting is attached as **Appendix 1**. Ofsted confirmed that when inspection activity resumes, Nottinghamshire's next activity is likely to be an assurance or focussed visit.
9. The Department's Senior Leadership Team will continue to review progress against the areas for improvement identified by Ofsted and propose further reporting to Children and Young People's Committee on progress in six months.

Other Options Considered

10. No other options have been considered.

Reason/s for Recommendation/s

11. It is important the Children and Young People's Committee receives assurance on progress in respect of areas for improvement within children's services.

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. There are no financial implications arising from this report.

Safeguarding of Children and Adults at Risk Implications

14. Successful delivery of the improvement plan arising from the Ofsted inspection of Local Authority Children's Services will continue to strengthen arrangements to safeguard vulnerable children and young people in Nottinghamshire.

RECOMMENDATION/S

- 1) That Members consider the progress made in responding to the recommendations for improvement arising from the Ofsted inspection of Local Authority Children's Services in October 2019 and agree to receiving a further progress report in six months' time.

Colin Pettigrew
Corporate Director, Children and Families

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Constitutional Comments (KK 08/02/21)

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

Financial Comments (SS 01/02/21)

16. 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.

Framework, evaluation criteria and inspector guidance for the inspection of local authority children's services

(<https://www.gov.uk/government/publications/inspecting-local-authority-childrens-services-from-2018/inspecting-local-authority-childrens-services>)

Joint targeted area inspections: framework and guidance

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832023/Joint_targeted_area_inspections_framework_2.pdf)

Electoral Division(s) and Member(s) Affected

All.

C1443

10 December 2020

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Annual Engagement Meeting 26 November 2020

Dear Colin

Thank you for meeting with Nick McMullen SHMI, Deirdre Duignan SHMI, Assistant Regional Director, Julie Knight HMI and me to consider your self-evaluation and to discuss developments in children's services and the impact of the pandemic in Nottinghamshire.

Local Authority context

You confirm that Nottinghamshire has a consistent and stable leadership team and is providing a responsive service to meet children's needs. This includes your commitment to implementing a strength-based approach to support a change of culture across your service and multi-agency partnerships. You noted the full implementation of this approach had been challenging during the pandemic, but progress to date has included external scrutiny and training opportunities for staff. You reported that during the pandemic there has been significant corporate support to develop new ways of working with children and their families, including the use of technology.

As leaders you are positive about staff attendance which has been generally sustained at a difficult time. You are proud of worker's commitment to visiting and contacting children on a weekly basis during the initial lockdown period and throughout the pandemic. Staff have been creative in using technology and partnerships with professionals to be able to monitor and check on children's welfare and how families are managing. You remain focused on the needs of specific vulnerable groups of children including those under the age of four who are not in nursery or seen as often by other professionals, disabled children and also those

children who are missing education. You continue to engage and meet regularly with headteachers to review children's attendance and to discuss the application of public health guidance.

It was helpful to have an update on your progress regarding the recommendations from your last inspection. You report that the additional senior social work capacity deployed across the county to provide mentoring support for staff is also supporting the embedding of your strength-based approach. You described how the development of reflective supervision has included external training on relationship-based practice and this has been positively received by staff. You are further developing and progressing work on understanding social work practice with different diverse family groups.

Service Update

You report that front line staff faced significant challenges at the start of the initial lockdown, including limited access to PPE. Despite this, workers showed real commitment to continuing to visit children when necessary and risk assessments were completed to help decide if children could be seen virtually or face to face. You described the creative ways staff have engaged with children and that risk assessments have been adapted when children's circumstances have changed, for example, when they are attending school and seen regularly.

You advised that the number of initial contacts at the front door has now returned to normal levels following a reduction at the beginning of lockdown in March, and an initial increase in June. You report having a contingency plan to manage a potential 'spike' in referrals. This included retaining agency staff that would have otherwise left the service to help with managing capacity at that time. You are conscious of a recent rise in early help referrals which you are in the process of analysing. Your self-evaluation identifies that audit activity at the beginning of the pandemic identified strengths in practice with more to be done on seeking children and family views. You report that workers have made progress in using direct work tools since this time and plan to re-audit these issues in quarter four next year.

We discussed children who are electively home educated. You have identified these children as a priority given the increase in numbers and the challenges with safeguarding their welfare due to the lack of visibility to agencies of some of these children. You are imminently presenting a report to the children and young people's committee and advise you are taking positive action, with the support of your partners, in engaging families and continue to explore creative ways to manage risk.

You report the number of children in care has risen, driven primarily by increases in very young children and those aged 16 and 17 years old. You have identified that the pandemic has had an impact upon the numbers of children looked after and there

have been challenges with provision and placements during this time. In response you advise that you have been able to support those aged 16 and 17 to self-isolate when necessary in their own accommodation by using a flexible approach to commissioning, for example, utilising available student accommodation. We discussed your success in recruiting and retaining foster carers following the creation of a dedicated team for recruitment and support, an increase in fees and effective, targeted publicity including with church and faith groups. You report the changes in structure and approach have made a significant positive difference.

We discussed children in need of adoption and adoption support. You noted the Regional Adoption Agency are doing well in recruiting adopters. However, there has been delay in completing care proceedings due to delays in court processes. This means some current final hearings will not be heard until the summer 2021 so some children are waiting too long to achieve stability and permanency.

You advised that care leavers were contacted every week during lockdown and the pandemic, and that even if they did not welcome this, they knew that staff were checking on their welfare. You also advise that caseloads for personal advisors have reduced and that this service area has a new model that is working well in supporting progress for most care leavers. You report that during the pandemic care leavers were also provided with an iPad, so they could access the internet and social media to reduce the risk of isolation.

Inspection Update

I confirmed that ILACS assurance visits were currently paused due to the second lockdown and will not resume until January at the earliest. Like other local authorities, Nottinghamshire may receive an assurance visit in the spring or an ILACS focused visit when routine inspection resumes.

Please pass on our thanks to colleagues for their input into the meeting. I look forward to hearing about further developments in Nottinghamshire.

Yours sincerely

A handwritten signature in black ink, appearing to read "K. Gueli", enclosed within a large, loopy oval shape.

Katrina Gueli HMI
Regional Director, East Midlands

22nd February 2021**Agenda Item: 10****REPORT OF THE SERVICE DIRECTOR, COMMISSIONING AND RESOURCES****REORGANISATION OF THE STATUTORY EDUCATION, HEALTH AND CARE
PLAN ASSESSMENT TEAM IN THE INTEGRATED CHILDRENS DISABILITY
SERVICE****Purpose of the Report**

1. To seek approval for the reorganisation of the statutory Education, Health and Care Plan (EHCP) Assessment Team in the Integrated Children's Disability Service (ICDS), including establishment of the following permanent posts from 1st April 2021:
 - 1 fte Children's Service Manager (Band E)
 - 1 fte Team Manager (Band D)
 - 4 fte Case Workers (Band A)
 - 1 fte Assistant Case Worker (Grade 4) (subject to job evaluation)
 - 1 fte Short Breaks Reviewing Officer (Band A).
2. The report also seeks approval to:
 - make permanent within the structure the current temporary 1 fte Special Educational Needs & Disability (SEND) Strategic Development Lead (Band E) post
 - refocus the current Duty Officer post onto that of the Assistant Case Worker post
 - reconfigure the current 0-25 years EHCP Assessment Team into two teams: Pre-16 Team and Post-16 Team.

Information

3. In the financial year 2020/21, the County Council invested an additional £266,000 into the statutory EHCP Assessment Team in recognition of:
 - the trends in relation to the population size who are likely to require an Education, Health and Care assessment and plan over the 2020/21 financial period.
 - the extension of statutory protection for young people with a plan, potentially up until the year in which they turn 25 and the added burden associated with this growing cohort.

4. Subject to approval of the County Council's 2021-2022 budget by Full Council on 25th February 2021, a further £127,000 will be invested in the team in recognition of the expected growth in EHCPs in the financial period 2021/2022.
5. During the financial year 2020/2021, the additional £266,000 has been used on a temporary basis to improve performance within the service, as well as to address developments identified in the Nottinghamshire SEND Strategic Action Plan 2020-2021. This includes performance in relation to meeting statutory EHCP timescales, with Nottinghamshire now being one of the highest performing councils in England at 95%.
6. The main aim of the reorganisation is to:
 - ensure enough capacity within the team to continue on the improvement journey and address the issues raised in the Nottinghamshire SEND Strategic Action Plan 2021-2023
 - build capacity and resilience within the team to manage the expected increase in Education, Health and Care Plans needing to be maintained over the period 2021-2023
 - build greater flexibility within the workforce to respond to change and ensure business continuity
 - develop a locality model of delivery in line with Nottinghamshire's SEND Policy 2020-2023
 - improve Preparation for Adulthood outcomes, including increasing the number of young people with an EHCP accessing employment
 - support the of develop strength-based practice and improve communication with children, young people and their families
 - ensure adequate management capacity.
7. These aims will be realised through:
 - reconfiguring the current 0-25 years EHCP Assessment Team into two teams, EHCP Pre-16 Team (0-16 years) and EHCP Post-16 Team (16-25 years), in order to give greater focus on the Post-16 cohort - improving outcomes into adulthood, including access to employment.
 - the Case Worker role becoming more generic, thus creating greater flexibility within the workforce
 - increasing management capacity in order to support the Post-16 team and Nottinghamshire's ambition for young people with SEND
 - increasing Case Worker capacity
 - refocusing the current Duty Officer post onto that of Assistant Case Worker to further support development of the case worker model and locality model
 - increasing the ability to review Short Breaks as part of the EHCP Annual Review, by the creation of one additional Short Breaks Reviewing Officer post.

Other Options Considered

8. Consideration was given as to whether the current number of Senior Case Worker posts could be reduced. However, at this point in the improvement journey it was felt that all eight posts needed to be retained. The number of Senior Case Worker posts will be reviewed annually, and in the event of a post holder leaving the service.

Reason/s for Recommendation/s

9. To sustain the developments and improvements made towards meeting the statutory duties of the Children and Families Act 2014 and Children Act 1989; specifically, to ensure that the Council is able to meet its statutory duties in respect of those learners (0-25 years) with Special Educational Needs and Disability who have an EHC Plan.

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. The additional cost of the posts, as detailed below, is £348,805 and will be reflected in the County Council's budget for 2021-2022. This cost will be met from the Integrated Children's Disability Service base budget.

• 1 fte Children's Service Manager (Band E)	£62,809
• 1 fte Team Manager (Band D)	£56,424
• 4 fte Case Workers (Band A)	£160,876
• 1 fte Assistant Case Worker (Grade 4) (subject to job evaluation)	£28,474
• 1 fte Short Breaks Reviewing Officer (Band A)	£40,219

12. The full cost (£62,809) of the SEND Strategic Development Lead post (Band E) will be met from the High Needs Block of the Dedicated Schools Grant.

Human Resources Implications

13. There will be no redundancies as a result of this reorganisation. All affected teams and recognised trade unions have been consulted on these proposals. Ongoing issues raised by the trade unions will be addressed as part of continuing discussions. Recruitment to the proposed posts will be subject to the Council's usual recruitment processes.

Implications for Service Users

14. Children, young people and their families will have a named Case Worker and experience a more seamless service with improved communication. Wherever possible young people will have greater opportunity to be ambitious and to shape their own future.

RECOMMENDATIONS

That Committee gives approval:

- 1) for the following posts to be established within the Integrated Children's Disability Service Education, Health and Care Plan Assessment Team on a permanent basis from 1st April 2021:
 - 1 fte Children's Service Manager (Band E)
 - 1 fte Team Manager (Band D)
 - 4 fte Case Workers (Band A)
 - 1 fte Assistant Case Worker (Grade 4, subject to job evaluation)
 - 1 fte Short Breaks Reviewing Officer (Band A)
- 2) to make permanent within the structure the current temporary 1 fte Special Educational Needs and Disability (SEND) Strategic Development Lead (Band E) post
- 3) to refocus the current Duty Officer post onto that of the Assistant Case Worker post
- 4) to reconfigure the current 0-25 years Education, Health and Care Plan Assessment Team into two teams: Pre-16 Team and Post-16 Team.

Laurence Jones
Service Director, Commissioning and Resources

For any enquiries about this report please contact:

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Constitutional Comments (KK 08/02/21)

15. The proposals in this report are within the remit of the Children and Young People's Committee.

Financial Comments (CDS 05/02/21)

16. The additional cost of the posts, as detailed below, is £348,805 and will be reflected in the County Council's budget for 2021-2022 (subject to approval by Full Council on 25th February 2021). This cost will be met from the Integrated Children's Disability Service base budget which is currently £4,696,534.

• 1 fte Children's Service Manager (Band E)	£62,809
• 1 fte Team Manager (Band D)	£56,424
• 4 fte Case Workers (Band A)	£160,876
• 1 fte Assistant Case Worker (Grade 4) (subject to job evaluation)	£28,474
• 1 fte Short Breaks Reviewing Officer (Band A)	£40,219

The full cost (£62,809) of the SEND Strategic Development Lead post (Band E) will be met from the High Needs Block of the Dedicated Schools Grant

HR Comments (BC 08/02/21)

17. The staffing implications are contained within the body of the report. Posts 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.

Nottinghamshire's SEND Policy 2020-2023

Nottinghamshire SEND Strategic Action Plan 2020-2021

Nottinghamshire SEND Strategic Action Plan 2021-2023

Electoral Division(s) and Member(s) Affected

All.

C1442

22nd February 2021**Agenda Item: 11****REPORT OF THE SERVICE DIRECTOR, YOUTH, FAMILIES AND SOCIAL
WORK****CHANGES TO THE STAFFING ESTABLISHMENT IN CHILDREN'S SOCIAL
CARE****Purpose of the Report**

1. To seek approval to permanently establish, from 1st April 2021:
 - 2 FTE Social Worker (Band B) posts within the Assessment Service
 - 1 FTE Children's Services Manager (Band E) post, 1 FTE Team Manager (Band D) post and 4 FTE Social Worker (Band B) posts within the Looked After and Leaving Care Service.
2. To seek approval to disestablish 1 FTE Social Worker (Band B) post and to permanently establish 1 FTE Advanced Practitioner (Band C) post within the Specialist Social Work Developmental Trauma and Attachment Team, from 1st April 2021.

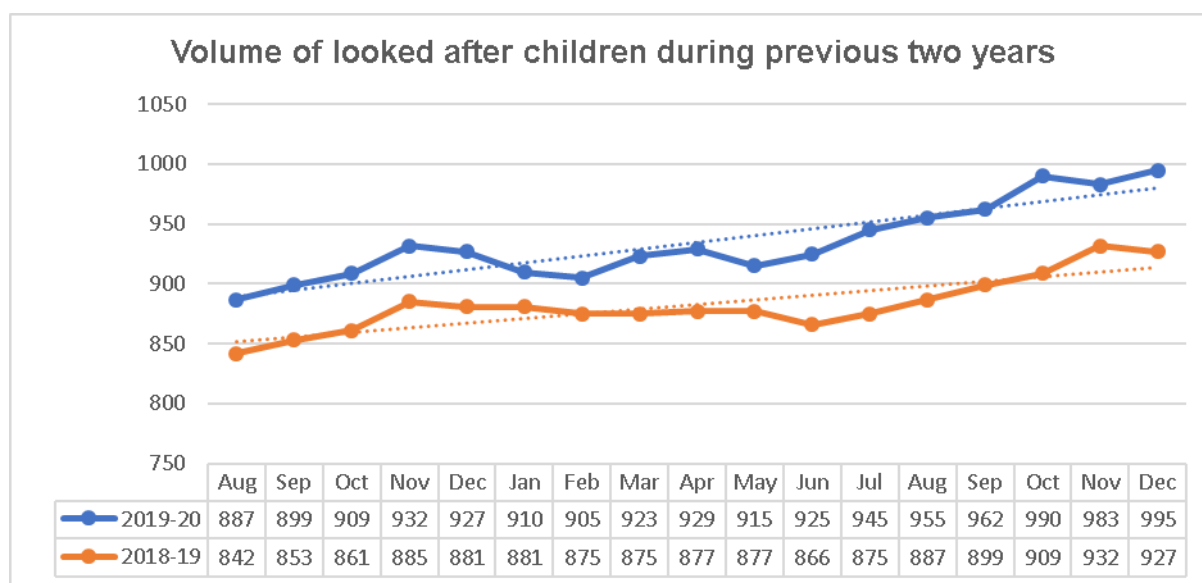
Information**Assessment Services**

3. The Local Authority has responsibilities in line with the April 2018 statutory guidance: 'Prevention of homelessness and provision of accommodation for 16 and 17 year old young people who may be homeless and/or require accommodation'. When a 16 or 17 year old presents as homeless, the guidance stipulates that:
 - if there is an imminent threat of homelessness or if the young person is actually homeless, a child in need assessment must be carried out and the child accommodated under section 20 [of the Children Act 1989]
 - within one working day of a referral being received, a local authority social worker should make a decision about the type of response that is required
 - at the point when the need for an assessment under the 1989 Act is identified for either a young homeless person, or a young person threatened with homelessness, it will be necessary for the social worker leading the assessment to inform the young person and their family of the action to be taken.

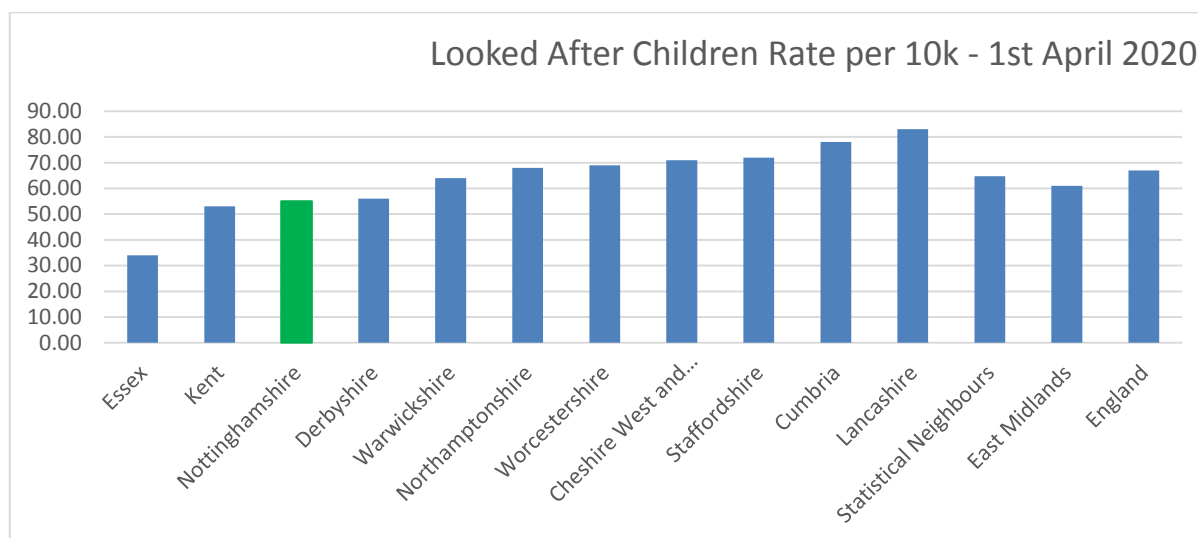
4. Current practice in Nottinghamshire when a 16/17 year old presents as homeless is that a 'child in need' assessment is completed by Youth Justice and Family Service Rapid Assessment Workers, who do not hold a social work qualification. In order to comply with statutory guidance, it is therefore necessary to create additional social work capacity to complete the child in need assessments of homeless 16/17 year olds. This capacity would need to be developed within the Assessment Service.
5. The Assessment Service saw a significant increase in caseloads prior to the coronavirus pandemic; in January-February 2020 (prior to national lockdown measures), the Assessment Service was reaching a critical point with average caseloads around 26 – 32; the local aim for the Assessment Service is caseloads of no more than 15. Placing additional assessment duties on an already pressured service would therefore not be sustainable without securing additional social work capacity.
6. It has been calculated that the additional capacity required to complete the additional duties would be 2 FTE Social Workers. The proposal is therefore to establish 2 FTE additional Social Worker (Band B) posts within the Assessment Service.
7. While the child in need assessment would be removed from the roles and responsibilities of the Family Service Rapid Assessment Workers, their wider remit in relation to homeless 16/17 year olds will remain unchanged.

Looked After and Leaving Care Services

8. The Looked After and Leaving Care Service is responsible for providing dedicated social work assessment, planning and support for children who are looked after by the Local Authority, and who become care leavers upon transitioning into adulthood. The last two years have seen a steady increase in the numbers of young people coming into care, from 842 in August 2018, to 995 in December 2020:



9. For context, at the time of the last available benchmarking data (2019/20), Nottinghamshire continued to have a comparatively low rate of children in care when compared with statistical neighbours:



10. An experienced social worker in the Looked After Service is expected to support 18-20 children, although this number will be lower if the social worker is supporting children who are placed out of area or where there are young people with significant levels of risk due to missing episodes or risk of child criminal exploitation. There are currently 543 children open to the Looked After Service with a further 48 waiting to be allocated. 335 children are currently placed out of Nottingham and Nottinghamshire. The current social work establishment is 28 social workers, which is insufficient capacity to enable young people to be effectively supported and for caseloads to be manageable. It is therefore proposed that a further 4 FTE Social Worker (Band B) posts are established, along with an additional 1 FTE Team Manager (Band D) post.
11. In addition, the Service Manager for the Looked After and Leaving Care Service now has 9 direct reports, resulting from growth to the staffing establishment within both services and from innovations such as the Children in Care police offer post. There is also an ambition for the Service Manager to take on line management responsibility for the Team Manager for CAMHS for Children Looked After, so that the service becomes multi-disciplinary and more effectively able to meet the holistic needs of children. Given the pressure on the Service Manager post, it is proposed that an additional Service Manager (Band E) post is established. Each post will manage team managers across both the Looked After and Leaving Care teams, to ensure consistency of transition for young people between the two services. It is proposed that this post will be effective from 1st April 2021.

Developmental Trauma and Attachment Team

12. The Developmental Trauma & Attachment Team (DTAT) was launched in January 2020 providing systemically focused work with children and young people up to the age of 18 years and their families where there are concerns about the young person's emotional and mental health being impacted by trauma and attachment associated to a history of abuse and disrupted attachment. Developmental trauma is used to describe the impact of early, repeated abuse, neglect, separation and adverse experiences that occurs within the child's significant relationships.

13. The team consists of 8 Specialist Social Workers and 1 Team Manager, each having additional therapeutic training. The team criteria consists of either an open referral to social care, 'edge of care' presentation or kinship care where there has been previous or current social care involvement.
14. Since the team was launched, there has been significant demand for the range of evidence based interventions that the team offers, notably non-violent resistance therapy (NVR), theraplay, family work, dyadic developmental psychotherapy (DDP) and trauma and attachment groups. In addition, there has been significant demand from both social work and CAMHS colleagues for consultation, advice and training to support decision-making around how to effectively support the emotional and mental health needs of the children and young people that they are working with. In order to meet these demands, it is proposed that the skill-mix within the team is altered to develop an Advanced Practitioner role (Band C), which will replace one of the Social Worker (Band B) posts. The team currently has one vacancy which can be converted. This Advanced Practitioner post will enable a greater level of training and consultation to be provided thus upskilling social work colleagues, as well as working directly with the children and families who have the most complex needs.

Other Options Considered

15. The alternative option is no change, however, this would mean that the service would struggle to fulfil their statutory responsibilities in respect of safe staffing levels.

Reason/s for Recommendation/s

16. The establishment of the additional posts will create the social work capacity required to effectively support vulnerable children and young people.

Statutory and Policy Implications

17. 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

Assessment Service

18. The total costs of 2 FTE Social Worker (Band B) posts will be £100,178 per annum plus £2,400 set up costs. These costs will be met from the Youth, Families and Social Work staffing budget, pending approval of the additional costs as part of the budget setting process at Full Council on 25th February 2021.

Looked After and Leaving Care Service

19. The total cost of the additional posts is £314,000 per annum, plus one-off set up costs of £12,000. These costs will be met from the Youth, Families and Social Work staffing budget, pending approval of the additional costs as part of the budget setting process at Full Council on 25th February 2021.

Developmental Trauma and Attachment Team

20. The difference in cost between a Social Worker (Band B) post at £46,235 and an Advanced Practitioner (Band C) post at £52,298 is £6,363. These costs can be met from the Youth, Families and Social work staffing budget.

Human Resources Implications

21. A recruitment exercise would be undertaken for posts identified as requiring this.

RECOMMENDATION/S

That the Committee:

- 1) approves the permanent establishment, from 1st April 2021, of:
 - 2 FTE Social Worker (Band B) posts within the Assessment Service
 - 1 FTE Children's Services Manager (Band E) post, 1 FTE Team Manager (Band D) post and 4 FTE Social Worker (Band B) posts within the Looked After and Leaving Care Service
 - 1 FTE Advanced Practitioner (Social Worker) (Band C) post within the Specialist Social Work Developmental Trauma and Attachment Team.
- 2) approves the disestablishment of 1 FTE Social Worker (Band B) post in the Developmental Trauma and Attachment Team, from 1st April 2021.

Steve Edwards
Service Director, Youth, Families and Social Work

For any enquiries about this report please contact:

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Constitutional Comments (KK 08/02/21)

22. The proposals in this report are within the remit of the Children and Young People's Committee.

Financial Comments (SAS 09/02/21)

Assessment Service

23. The total costs of 2 FTE social workers (Band B) will be £100,178 per annum plus £2,400 set up costs. These costs will be met from the Youth, Families and Social Work staffing budget, subject to approval of the County Council's budget for 2021-22 at Full Council on 25th February 2021. The Assessment Service budget is currently £2.725m.

Looked After and Leaving Care Service

24. The total cost of the additional posts are £314,000 per annum, plus one-off set off costs of £12,000. These costs will be met from the Youth, Families and Social Work staffing budget, subject to approval of the County Council's budget for 2021-22 at Full Council on 25th February 2021. The Looked After and Leaving Care Service budgets are currently £9.072m in total.

Developmental Trauma and Attachment Team

25. The difference in cost between and Social Worker post (Band B) at £46,235 and an Advanced Practitioner post (Band C) at £52,298 is £6,363. The additional cost can be met from the Developmental Trauma and Attachment Team budget of £0.631m.

HR Comments (BC 08/02/21)

26. The staffing implications are contained within the body of the report. Posts 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.

C1444

22nd February 2021

Agenda Item: 12

**REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****LOCAL AUTHORITY GOVERNOR APPOINTMENTS TO SCHOOL
GOVERNING BODIES DURING THE PERIOD 27 SEPTEMBER 2020 TO 17
JANUARY 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 27 September 2020 to 17 January 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 LA 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 27 September 2020 to 17 January 2021 are as follows:

ASHFIELD	
Woodland View Primary School	Diane Bathgate Approved to the category of LA Governor
Fountaindale Special School	Stacey Smith Approved to the category of LA Governor

BASSETLAW	
St Giles Shadow Governing Body (St Special School)	Alex Pearce-Gadsby Approved to the category of shadow co-opted governor
	William Iliffe Approved to the category of shadow LA governor
	Bridget Bower Approved to the category of shadow parent governor
	David Stewart Approved to the category of shadow co-opted governor
	Ciara Sachdeva Approved to the category of shadow parent governor
	Donna-Anne Edwards Approved to the category of shadow staff governor
	Linda Foster Approved to the category of shadow co-opted governor
North Wheatley C of E Primary School	Laura Cole Approved to the category of LA Governor
Misterton Primary and Nursery School	Ian White Approved to the category of LA Governor
Ramsden Primary School	Mr John Unwin Approved to the category of LA Governor
GEDLING	
Pinewood Infant School and Foundation Unit	Paul Litowczuk Approved to the category of LA Governor
NEWARK	
Lowdham C of E Primary School	Christine Saunders Approved to the category of LA Governor
Sutton on Trent Primary School	Rebecca Jackson Approved to the category of LA Governor
Coddington Primary School	Phil Drabble Approved to the category of LA Governor
Newark Lovers Lane School	Susan Bowler Approved to the category of LA Governor
Lake View Primary School	Mohamed Abouelatta Approved to the category of LA Governor
The Minster School	Michele Atkinson Approved to the category of LA Governor

Other Options Considered

- No other options have been considered.

Reasons for Recommendation/s

6. The constitution requires the Corporate Directorate to report governor appointments to Committee on a quarterly basis.

Statutory and Policy Implications

7. 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 receives 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:

Sarah Sayer

Team Manager

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Constitutional Comments (KK 20/01/21)

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

Financial Comments (SS 22/01/21)

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

Sutton West

Cllr Tom Hollis

Bassetlaw

Retford West

Tuxford

Misterton

Worksop North

Cllr Mike Quigley

Cllr John Ogle

Cllr Tracey Taylor

Cllr Alan Rhodes

Gedling

Arnold North

Cllr Pauline Allan

Cllr Michael Payne

Newark

Southwell

Muskham and Farnsfield

Collingham

Blidworth

Cllr Roger Jackson

Cllr Bruce Laughton

Cllr Maureen Dobson

Cllr Yvonne Woodhead

C1441

22 February 2021**Agenda Item: 13****REPORT OF THE SERVICE DIRECTOR, CUSTOMERS, GOVERNANCE AND
EMPLOYEES****WORK PROGRAMME****Purpose of the Report**

1. To consider the Committee's work programme for 2020-21.

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:

Martin Gately
Democratic Services Officer
T: 0115 977 2826
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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 2020-21

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
15 March 2021			
Children and young people core data set - performance and finance for Quarter 3 2020/21	Quarterly performance report	Nigel Stevenson	Dave Gilbert
Basic Need Programme of school expansion 2021-22		Marion Clay	Mike Sharpe
Manners Sutton Primary School, Averham, Newark – outcome of the consultation on the proposal for closure		Marion Clay	Mike Sharpe/ Steven Hawkins
Consultation on the opening of a specialist satellite school provision on King Edward Primary School site		Marion Clay	Karen Hughman/ Jane Starbuck
Tackling Emerging Threats to Children Team		Marion Clay	Sarah Lee
EDT Service Review		Laurence Jones	Liz Maslen
Financial support for students in Post-16 education and exceptional payments for school clothing and footwear 2021/2022		Marion Clay	Claire Wilcoxson
Principal Child and Family Social Worker - annual report 2019/20	Annual report	Steve Edwards	Diana Bentley
Corporate Parenting items:			
Fostering Service recruitment and marketing plan 2021/22		Steve Edwards	Sophie Eadsforth/ Tara Pasque
Destination of Year 12-13 Looked After young people cohort 2020-2021		Marion Clay	Sue Denholm
Promoting and improving the health of children and young people who are Looked After	Six-monthly update	Steve Edwards	Lucy Peel/ Katharine Browne
Children's Homes Governance Board update	Six monthly report	Laurence Jones	Laurence Jones
Foster carers items			
19 April 2021			
Strategy for Improving Educational Opportunities for All – six monthly update		Marion Clay	Koni Rakhit

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
School Capital Programme progress report	Six-monthly update	Derek Higton	Phil Berrill/ Mick Allen
Harmful Sexual Behaviour by children – annual report		Laurence Jones	Claire Sampson
Schools Forum and Education Trust Board officer group report	Annual officer group report	Marion Clay	Marion Clay
Corporate Parenting items:			
Outcomes of review of governance arrangements of Looked After Children care settings		Laurence Jones	Laurence Jones
Children's Homes Governance Board update	Six monthly reports	Laurence Jones	Laurence Jones
Provision, achievements and progress of the Children in Care Council and participation of children and young people looked after 2020/21		Steve Edwards	Pom Bhogal
Contact Service annual report	Annual report	Steve Edwards	Devon Allen
21 June 2021			
Children and young people core data set - performance and finance for Quarter 4 2020/21	Quarterly performance report	Nigel Stevenson	Dave Gilbert
Children Missing Education	Six-monthly update	Marion Clay	Karen Hughman/ Sarah Whitby
Child Sexual Exploitation and Children Missing from Home and Care: six monthly update	Six monthly update	Laurence Jones	Joe Foley/ Hazel McKibbin
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
Elective Home Education update	Six-monthly update	Marion Clay	Sarah Whitby
Local Authority governor appointments to school governing bodies	Quarterly report	Marion Clay	Sarah Sayer
Corporate Parenting items:			
Improving the emotional health of looked after children	Six-monthly update	Steve Edwards	Lucy Peel/ Katharine Browne
Child Sexual Exploitation and Children Missing from Home and Care: annual report 2020/21	Annual update	Laurence Jones	Joe Foley/ Hannah Johnson

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER	REPORT AUTHOR
Fostering Service annual report		Steve Edwards	Ty Yousaf
Virtual School annual report	Annual report	Marion Clay	Sue Denholm
Independent Reviewing Officer Service annual report		Steve Edwards	Izzy Martin
National Minimum Fostering Allowances and Levels Payments to Foster Carers 2021/22	Annual determination	Steve Edwards	Ty Yousaf/ Tara Pasque
19 July 2021			
Outcomes of Ofsted inspections of schools		Marion Clay	Diane Ward
School Holiday & Term Time Dates for Local Authority Maintained Schools in Nottinghamshire 2023/2024, 2024/2025, 2025/2026 and 2026/2027	Outcome of statutory consultation	Marion Clay	Claire Wilcoxson
Local Transformation Plan for children and young people's emotional and mental health - update	Annual refresh	Jonathan Gribbin	Rachel Clark
Corporate Parenting items:			
Foster carers items			

