



Education Board

Date: THURSDAY, 5 MARCH 2015

Time: 4.00 pm

Venue: COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL

Members: Deputy Catherine McGuinness (Chairman)
Henry Colthurst (Deputy Chairman)
Deputy John Bennett
Nigel Challis
Revd Dr Martin Dudley
Alderman Peter Estlin
Alderman Jeffrey Evans
Stuart Fraser
Virginia Rounding
Alderman William Russell
Ian Seaton
Philip Woodhouse

**Co-Opted:
Members** Roy Blackwell
David Taylor
Vacancy
Vacancy

Enquiries: Alistair MacLellan
Alistair.MacLellan@cityoflondon.gov.uk

NB: Part of this meeting could be the subject of audio video recording.

**John Barradell
Town Clerk and Chief Executive**

The Education Board has responsibility for five key strands.

Strand 1 – To promote and support excellent education and access to higher education.

Strand 2 – To strive for excellence in City Schools.

Strand 3 – To inspire children through an enriched education and outreach opportunities.

Strand 4 – To promote an effective transition from education to employment.

Strand 5 – To explore opportunities to expand the City's education portfolio and influence on education throughout London.

AGENDA

Part 1 - Public Agenda

1. **APOLOGIES**
2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**

Education Board Matters

3. **APPOINTMENT OF EXTERNAL MEMBERS**
Report of the Town Clerk.

For Decision
(Pages 1 - 6)
4. **PUBLIC MINUTES**
To agree the public minutes and summary of the meeting held on 15 January 2015.

For Decision
(Pages 7 - 14)
5. **ANNUAL REVIEW OF TERMS OF REFERENCE**
Report of the Town Clerk.

For Decision
(Pages 15 - 18)
6. **EDUCATION STRATEGY UPDATE**
Report of the Director of Community and Children's Services.

For Information
(Pages 19 - 24)
7. **EDUCATION BOARD BUDGET ALLOCATION FOR 2015/16**
Joint Report of the Chamberlain and the Director of Community and Children's Services.

For Decision
(Pages 25 - 30)
8. **REPORT ON ACTION TAKEN SINCE THE LAST MEETING**
Report of the Town Clerk.

For Information
(Pages 31 - 32)

Strand 1 - To Promote and Support Excellent Education and Access to Higher Education

9. **FREE SCHOOL APPLICATIONS**

The Director of Community and Children's Services to be heard.

For Information

10. **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY AND STRATEGY - PROGRESS UPDATE**

Report of the Director of Community and Children's Services.

For Information

(Pages 33 - 68)

11. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

12. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

13. **EXCLUSION OF THE PUBLIC**

MOTION - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Local Government Act

For Decision

Part 2 - Non-Public Agenda

14. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 15 January 2015.

For Decision

(Pages 69 - 70)

15. **MINUTES OF THE NOMINATIONS WORKING GROUP**

For Information

a) Minutes of the Meeting held on 15 January 2015 (Pages 71 - 72)

b) Draft Minutes of the Meeting held on 17 February 2015 (Pages 73 - 74)

Strand 1 - To promote and support excellent education and access to higher education

16. **FUNDING PROPOSAL FOR THE CITY ACADEMY HACKNEY'S SIXTH FORM EXPANSION**

Report of the Director of Community and Children's Services.

For Decision

(Pages 75 - 84)

17. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
18. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

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Committee(s): Education Board	Date: 5 March 2015
Subject: Appointment of External Members	Public
Report of: Town Clerk	For Decision

Summary

This report outlines the steps taken to assess and arrive at a recommendation to the Education Board on the appointment of individuals to the remaining two vacancies for external members on the Board. It concludes by recommending that Members of the Board endorse the recommendation of the Board's Nominations Working Group that Tim Campbell and Helen Sanson be appointed to the Board.

Recommendation(s)

That members,

- appoint Tim Campbell (Bright Ideas Trust) to the Education Board as external member for a four-year period until March 2019.
- appoint Helen Sanson (Tower Hamlets Business Enterprise Partnership) as external member for a three-year period until March 2018.

Main Report

1. When it was established by the Court of Common Council on 1 May 2014, the Education Board was given provision to appoint up to four external (non-Court of Common Council) members who had appropriate expertise in the field of education.
2. The Board currently has two external members, Roy Blackwell (United Westminster Schools) and David Taylor (formerly Office of Her Majesty's Chief Inspector of Schools in England). Mr Blackwell and Mr Taylor are appointed on terms of two years and one year respectively (until April 2017 and April 2016).
3. At its meeting on 4 December 2014 the Board requested its Nominations Working Group (NWG) draw up a set of criteria against which to seek and assess candidates for the remaining two vacancies on the Board, and to utilise the agreed criteria to recommend shortlisted candidates to the Board for appointment. The Board instructed the NWG to assess candidates on their expertise and successful track record in supporting the transition from education to employment.
4. The NWG conducted these exercises at its meetings on 15 January 2015 and 17 February 2015. The criteria utilised for the selection of the two external candidates is provided as appendix 1.
5. At its meeting on 17 February 2015 the NWG resolved to recommend Tim Campbell and Helen Sanson to the Education Board for appointment. It is therefore recommended that the Education Board endorse the recommendation of the NWG and formally appoint Tim Campbell and Helen Sanson to the Board

for terms of four and three years respectively (until March 2019 and March 2018). Further background (in relations to the agreed criteria) on Mr Campbell and Ms Sanson's expertise is provided as appendix 2.

Appendices

- **Appendix 1** - *Criteria for selection of external candidates with expertise and delivery in transition from education to employment.*
- **Appendix 2** – *Background information on Tim Campbell and Helen Sanson.*

Alistair MacLellan

Town Clerk's Department

T: 0207 332 1416

E: alistair.maclellan@cityoflondon.gov.uk

Appendix 1

Criteria for selection of external candidates with expertise and delivery in transition from education to employment.

a) Has demonstrable expertise in the transition from education to employment (i.e. not just education and not just employment) and of employer needs.

- i. a broad track record of steering initiatives spanning both education and employment;
- ii. a clear, practical understanding of both the needs of employers and of working with the education system;

(NB It is suggested that the Board may consider appointing one member with a greater understanding of/expertise in the employer side, and another the education side, but both will be required to be sufficiently well versed in the transition from education to employment.)

b) Represents the type of outcomes identified in the City Corporation's Education Strategy for its family of schools, particularly the less advantaged ones

- i. practical experience of helping young people into employment through training programmes, apprenticeships and employment pathways;
- ii. clear commitment to raising the aspirations of young people, their awareness of career opportunities and employability skills.

c) Demonstrates an ability to represent as broad a range of knowledge/experience/activity in this field as possible (i.e. not purely a specialist in one particular sector or type of activity)

d) Has a reputation for collaboration in this area

- i. Can provide third party endorsement of their track record of collaboration;
- ii. Demonstrates willingness to represent the views and insights of peers in the wider education to employment area, drawing on a broad network of contacts to provide input into the Board's work as it develops;
- iii. Is able to demonstrate impartiality, representing more than just the views/interests of their own organisation.
- iv. Has a track record of sharing good practice in employability activity between organisations e.g. schools, training providers or employers.

d) Familiar with the London context and demonstrates both a London interest and focus to their experience

Appendix 2 – *Suggested candidates for appointment to the Education Board.*

Tim Campbell (Bright Ideas Trust)

- A Tim Campbell is the founder Bright Ideas Trust, a charitable organisation and social enterprise which encourages young budding entrepreneurs from disadvantaged backgrounds to start business ventures, by giving them greater access to start-up finance, real business mentors and professional services advisors.
- He is also London's Ambassador for Training and Enterprise, the Secretary of State's Enterprise Advisor, a supporter of the Jack Petchey Foundation, the ACLT, the NSPCC, and Connexions.
 - His experience of working in the public and private sector, allow him to connect, inspire and motivate young people and provide valuable advice and connections to business.
- B Tim Campbell has experience of helping young people into employability opportunities in his role at Bright Ideas Trust which has generated successful start-ups and significant interest from Corporates and innovative young entrepreneurs.
- He personally spends time with communities and organisations helping to promote an entrepreneurial culture and motivate others, particularly the younger generation, to pursue their dreams.
- C Tim Campbell's broad range of business experience and support for a diverse range of charitable organisations demonstrate a wide knowledge of, and activity, in this field.
- He provides talks on the following subjects:
 - Coping with change - the value of embracing and coping with change
 - Taming the power of teams - Exploring talent management and understanding that everyone in a team adds value and contributes to its success
 - Entrepreneurs - Born, made and praised - Exploring the notion of nature vs nature, What can you do to make your entrepreneurial dreams come to fruition
 - Customer Service - the true value of customer service
 - E 2 = Success - The formula for Success = Enthusiasm and Expertise, not luck. It's vital to try to succeed in something you really love and excel at, something that adds value.
- D Tim's successful business career, including establishing a social enterprise, combined with his advisory roles and ambassadorial appointments for government demonstrate a clear ability to collaborate, draw on the experience of others, represent different views and interests, and develop productive networks.
- E His knowledge of, and interest in, the London context is demonstrated by his role as Chairman of Governors at St Bonaventure's a Roman Catholic boys school in

Forest Gate, his appointment by the Children's Minister to focus on the particular problems of the capital's young people, and his business interests.

Education Unit, February 2015.

Helen Sanson, Director of Tower Hamlets Education Business Partnership

- A Heads leading education-business link organisation, supporting education, training and development of young people through fostering mutually beneficial partnerships between businesses and schools. Tower Hamlets EBP supported 10,000 young people in 2013/14 working with 250 businesses and 5,000 employee volunteers.
- Close working relationships with schools and with range of businesses in City, Canary Wharf and locally in Tower Hamlets more widely.
 - Clear, practical understanding of needs of employers and schools through developing programmes to respond to policy agenda within education with realistic expectations of businesses in mind.
- B Practical experience covers a wide range of outcomes in keeping with the Education Strategy's aims such as routes into work, work experience, apprenticeships, employability-focused mentoring and careers-focused aspiration-raising activities.
- C Extensive experience of working at the intersection between schools and business make her well-placed to act as a reliable voice for both. She is well networked with peers across London and is currently leading a range of partnership activities as part of guiding her organisation to work more widely across London.
- D Collaboration and partnership working are central to Helen's work. She is well embedded into a range of consultative groups in Tower Hamlets, regularly providing input into policy matters. She works to an experience board of directors and with a wide range of external partners who could endorse her track record.
- Enjoys positive relationships with partner organisations delivering similar activity across London and with other organisations linking business to the wider community. She could provide a useful route into a wider network.
 - Acting as a voice for her wider constituency of schools and businesses, through, for instance, sitting on the Tower Hamlets Partnership (the cross sector body steering the local authority's 'Community Plan'), informing delivery of activity by the East London Business Alliance and recently providing a valuable contribution as an attendee at a roundtable event organised by the City Corporation with Esther McVey MP.
 - Working with a wide range of businesses and schools, Helen is well placed to help the City Corporation identify, build on and replicate good practice.
- E Helen's organisation is seen as an exemplar of education-business link activity. The issues of Tower Hamlets and the other areas Helen is starting to work in

provide an invaluable grounding for work in other parts of the capital, particularly those in which the City Corporation's academies are located.

Economic Development Office, January 2015.

EDUCATION BOARD

Thursday, 15 January 2015

Minutes of the meeting of the Education Board held at Committee Room - 2nd Floor
West Wing, Guildhall on Thursday, 15 January 2015 at 4.00 pm

Present

Members:

Deputy Catherine McGuinness (Chairman)	Alderman Peter Estlin
Henry Colthurst (Deputy Chairman)	Alderman Jeffrey Evans
Deputy John Bennett	Virginia Rounding
Roy Blackwell	David Taylor
Nigel Challis	Philip Woodhouse

In Attendance

Mark Boleat

Officers:

Peter Lisley	Assistant Town Clerk
Alistair MacLellan	Town Clerk's Department
Liz Skelcher	Assistant Director, Town Clerk's Department
Laura Donegani	Town Clerk's Department
Mark Jarvis	Chamberlain's Department
Richard Jeffrey	Assistant City Solicitor, Comptroller and City Solicitor's Department
Tarjinder Phull	Comptroller and City Solicitor's Department
Ade Adetosoye	Director of Community & Children's Services
Joshua Burton	Community & Children's Services
John Conway	Community & Children's Services

1. APOLOGIES

Apologies were received from Jude Chin, Reverend Dr Martin Dudley, Stuart Fraser, Alderman William Russell and Ian Seaton.

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

The following standing declarations were made relating to the other bodies which Members of the Education Board served on.

Deputy John Bennett

Board of Governors City of London Freeman's School
Board of Governors of the Guildhall School of Music and Drama

Nigel Challis

Board of Governors of the City of London School for Girls
Board of Governors The City Academy, Hackney
Castle Baynard Educational Foundation & Alderman Samuel Wilson Fund
Chartered Institute of Securities and Investment Educational Foundation
Oxford University Council Integrity Committee

Henry Colthurst

Board of Governors, Mossbourne Community Academy
Board of Mossbourne Federation
Member of Court of the Worshipful Company of Grocers

Alderman Peter Estlin

Treasurer, Bridewell Royal Hospital - King Edward's School, Witley

Alderman Jeffrey Evans

Board of Governors City of London Academy – Islington
St Paul's Chorister Trust
Council of Almoners, Christ's Hospital

Deputy Catherine McGuinness

Board of Governors The City Academy, Hackney
Castle Baynard Educational Foundation & Alderman Samuel Wilson Fund
United Westminster Schools Foundation
Board of School Governors and Council of Almoners, Christ's Hospital
Barbican Centre Board
Guildhall School Development Fund

Virginia Rounding

Board of Governors City of London School for Girls
Board of Governors The City Academy – Hackney
Hampstead Heath, Highgate Wood and Queen's Park Management Committee

Philip Woodhouse

Board of Governors of the City of London Freeman's School
Board of Mossbourne Federation
Mossbourne Victoria Park Academy, Hackney
Chairman of Governors of Wellesley House School
Member of the Court of Worshipful Company of Grocers

3. **PUBLIC MINUTES**

RESOLVED: that the minutes of the meeting held on 4 December be approved as a correct record, subject to 'Principal' being spelled correctly under item 6.

3.1 **Chairman of Policy and Resources**

The Chairman welcomed the Chairman of Policy and Resources to the meeting and invited him to deliver some comments. The Chairman of Policy and Resources addressed the Board and made several points:

- His personal strategy as Policy Chairman included the desire to substantially increase the City Corporation's contribution to dealing with London issues, particularly education, employment and cultural opportunities.
- He had instituted a review of the City Corporation's approach to education as he felt there was potential to improve the City Corporation's

role as academy sponsor; improve cooperation between the City's independent schools and the City Academies; improve the City Corporation's approach to appointing governors; explore the potential for collaboration with the Livery on matters of education; ensure the City's support for its independent schools was in line with the City Corporation's wider strategic priorities, and that the schools were in turn supporting the work for the City Corporation.

- He was satisfied that the Education Strategy Working Party had examined these issues, and with the Working Party's outcomes, namely the Education Strategy and the Education Board.
- As Policy Chairman, he was committed to working with colleagues on the Court of Common Council, London Councils as well as the Mayor of London on a range of initiatives to improve the lives of all Londoners, through employment programmes, infrastructure initiatives, sharing costs and the work of the City Bridge Trust.
- By delivering on education, the City Corporation would be able to demonstrate some of the substance of its wider contribution to London, with its members making best use of the resources that their predecessors had bequeathed.
- He wanted to do more on education through the family of City Schools and through outreach. He wanted the current outreach programme to be bigger. He wanted the City Corporation to be a leader in fostering social mobility.
- He emphasised the importance of the potential City Corporation offer on education, comparing the implications of a scenario where both the City of London School and the City Academy Hackney did not exist. Arguably current pupils at City of London School would not be inconvenienced by simply attending comparable schools instead, whereas current pupils of the City Academy Hackney would not enjoy a comparable choice and would be prevented from accessing the excellent educational offer currently provided by the academy.

The Chairman thanked the Policy Chairman for his comments and underlined the positive impact of the City Academies, noting that they were operating in complex socio-economic contexts. She took the opportunity to express disappointment that the briefing issued to Court of Common Council members ahead of the London Local Government Dinner had not featured more material on the City's contribution to education, both through the family of schools and the considerable outreach programme – it was important that the City Corporation got its internal message on education clear to enable it to be communicated effectively to others.

Members of the Education Board then noted the following points.

- It was important not to lose sight of the responsibility the City Corporation had to the educational bodies that it had established
- In relation to the fourth strand of the Education Strategy, education to employment, it was important to engage with business given the massive reach they had on education to employment programmes. The Policy Chairman responded that EDO was doing a large amount on

employability, not all of which is linked to education, but he agreed we need to join these up where possible. He was not sure that large businesses (many of whom have excellent programmes) needed City Corporation support for their programmes, but a large number of them work together through Heart of the City, who do a great job, to help businesses do more.

- It was important to move away from using the Court of Common Council as the only pool for City-appointed governors and be open to appointing members from other sectors such as business and the Livery. The Education Board should use its events programme to engage with business.
- The City Corporation could have a positive impact on social mobility by establishing and supporting a pupil referral unit. The Policy Chairman agreed that this idea had potential, but that it was important to embed the Education Strategy first before embarking on more ambitious proposals.
- The City Corporation could do more to ensure its Family of City Schools was combatting political extremism. The Chairman agreed and noted that a paper to on this issue would be useful. The Assistant Town Clerk noted that schools were covered by guidance on the Counter-Terrorism and Security Bill, which sought to make the application of PREVENT consistent in areas of the country where extremism was of most concern.
- More should be done to raise awareness in the City over what the City Corporation was seeking to do on education. The Policy Chairman agreed and noted the Heart of the City was doing good work in this respect.
- The City Academies should be given certainty over their funding from the City Corporation in the longer term. The Policy Chairmen suggested that one option would be to offer a three-year funding commitment on the understanding that the offer be reviewed after two years.
- Sixth-formers from the Family of City Schools should be invited to City Corporation events. The Policy Chairman agreed, noting that he was keen to do more events both at Guildhall and with the Family of City Schools.

4. **EDUCATION STRATEGY UPDATE REPORT**

The Director of Community and Children's Services introduced an update report on recent Education Strategy implementation activity. He noted that officers had received positive feedback from the Education Funding Agency on the City Corporation's two applications for free schools in Islington and Southwark and that interviews for both applications were scheduled for 5 February 2015.

The Chairman noted that the Department for Education had recently been in touch with Redriff Primary School to notify it of its Pupil Premium Award, and separately to thank the City Corporation for its commitment as an academy sponsor to raising standards and improving the education of students in London.

RECEIVED

5. **DISCLOSURE AND BARRING CHECKS IN THE INDEPENDENT SCHOOLS**

The Assistant City Solicitor introduced a report on the City of London's obligations in relation to disclosure and barring requirements for chairmen and governors on the Board of Governors of the City's independent schools. He noted that there was little flexibility in the application of the DBS requirements and that both chairmen and governors were required to register with the disclosure and barring service (DBS). Moreover, it was the responsibility of the chairman of each school to ensure that each governor was registered with the DBS. He concluded by noting that DBS requirements were the same for both academy and free school governors as they were for the independent schools. He concluded by noting the requirements were more relaxed in the maintained sector, where under the Protection of Freedoms Act 2012 only governors engaged in regulated activity were obliged to register with the DBS.

During discussion of the report the following points were made.

- The Assistant Town Clerk noted that members using the DBS would be registered with the DBS Update Service, allowing them to use their DBS clearance on more than one Board of Governors.
- The Education Strategy Advisor noted that in the maintained sector, where only governors engaged in regulated activity with children were required to register with the DBS, there was nevertheless some ambiguity over what 'regulated activity' was and therefore DBS checks for all governors was considered best practice.
- The Assistant Town Clerk noted that the City Corporation currently appointed over 70 governors to Boards of the City's independent schools, City Academies, other schools such as Prior Weston Primary School, but only 2 governors to the Sir John Cass Primary School, a maintained school. Given the vast majority of City Governors were required to register with the DBS, there was an option to make it City Corporation policy to require all City Corporation appointed governors obliged to register with the DBS.
- The Policy Chairman noted that where the City appointed governors to another Board of Governors such as Prior Weston Primary School, the City Corporation should pay the associated administrative costs of the DBS check.
- The Policy Chairman further noted that any City Corporation DBS policy should not lead to an overemphasis on process – instead the DBS check should be accompanied by a wider consideration on whether the individual was the right candidate for the governor vacancy. The Director of Community and Children's Services agreed that the DBS check was not an end in itself and that it would be accompanied by a wider assessment.
- The Assistant Town Clerk noted that the City Corporation's Human Resources Department would support members engaged in registering with the DBS.

RESOLVED, that:

- The report be received.
- Registering with the Disclosure and Barring Service (DBS) be recommended as a requirement of all City Corporation-appointed governors, including those appointed to Board of Governors in the maintained sector.

6. DRAFT BUDGET ALLOCATIONS FOR 2015/16

The Head of Finance introduced a joint report of the Chamberlain and the Director of Community and Children's Services on the Education Board's draft budget allocation for 2015/16. During discussion of the report the following points were made.

- The Director of Community and Children's Services noted that the City Academies would be required to submit proposals to the Education Board for consideration before funding was agreed. Members concurred with this point and made clear that a defined budget was not an authority to spend – therefore proposals for spending had to be fully justified.
- The Chairman emphasised the report outlined budget allocations in draft form only, and that there remained flexibility. For example it was unlikely that the livery initiative would require the full [£50,000] allocated. Members also queried why the Learning and Engagement Forum (LEF) would require a research fund.
- The Chairman went on to note that it was important to give the City Academies certainty over their level of funding, particularly in light of the financial assistance afforded to the City's independent schools.
- In response to a member's query over how much planning had been undertaken on the proposed Headteachers' Conference, the Chairman noted that this was a matter for the LEF rather than the Education Board.
- In light of the Board's desire to commit to longer term funding proposals for the City Academies, the Assistant Town Clerk and the Director of Community and Children's Services noted that the City Corporation had two open applications for free schools in Islington and Southwark, and that it was advisable for flexibility in the academy schools allocation to be maintained for future years. The Deputy Chairman suggested therefore that the draft allocation for 2015/16 be agreed with the understanding that longer term funding for the City Academies be revisited in the next financial year.
- A member emphasised that spending should be explicitly linked to the objectives of the Education Strategy.
- The Chairman took the opportunity to note that both City Academy Hackney and the City of London Academy Southwark were both building sixth form extensions and that it was likely they would require loans or other sources of finance.

RECEIVED

7. **EDUCATION BOARD - ACTIVITY IN 2014 AND PRIORITIES FOR 2015**
The Town Clerk noted that this report had been withdrawn.
8. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
There were no questions.
9. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
There were no items of urgent business.
10. **EXCLUSION OF THE PUBLIC**
RESOLVED – That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Local Government Act as follows:-

Item(s)	Paragraph
11-14	3
11. **NON-PUBLIC MINUTES**
RESOLVED: that the non-public minutes of the meeting held on 4 December 2014 were approved as a correct record.
12. **OVERVIEW OF THE CITY'S SPENDING ON EDUCATION RELATED ACTIVITIES**
The Board received a joint report of the Chamberlain and Director of Community and Children's Services.
13. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
There were no questions.
14. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
Nominations Working Group Meeting - 15 January 2015
The Board considered one item of urgent business regarding the meeting of the Nominations Working Group held on 15 January 2015.

The meeting ended at 5.53 pm

Chairman

Contact Officer: Alistair MacLellan

DRAFT

Committee(s): Education Board	Dated: 5 March 2015
Subject: Annual Review of Terms of Reference	Public
Report of: Town Clerk	For Decision

Summary

1. Each grand committee of the Court of Common Council is obliged to review its terms of reference annually and in good time for any changes to be considered before committees are reappointed by the Court in April each year.
2. The terms of reference of the Education Board are attached as an appendix for your consideration.
3. It is proposed that the approval of any further changes to the Committee's terms of reference be delegated to the Town Clerk in consultation with the Chairman and Deputy Chairman.
4. The Committee is also required to review the frequency of its Committee meetings.

Recommendation(s)

- That, subject to any comments, the amended terms of reference of the Committee be approved for submission to the Court, as set out at Appendix 1, and that any further changes required in the lead up to the Court's appointment of Committees be delegated to the Town Clerk in consultation with the Chairman and Deputy Chairman; and
- Members consider whether any change is required to the frequency of the Committee's meetings.

Appendices

- Education Board – Terms of Reference

Alistair MacLellan
Town Clerk's Department

T: 0207 332 1416

E: alistair.maclellan@cityoflondon.gov.uk

EDUCATION BOARD

Constitution

- 10 Members elected by the Court of Common Council, at least two of whom shall have fewer than five years' service on the Court at the time of their appointment;
- Up to four external representatives, appointed by the Education Board, with appropriate expertise in the field of education (i.e. non-Members of the Court of Common Council, who shall have voting rights);
- One Member appointed by the Policy & Resources Committee
- One Member appointed by Community & Children's Services Committee

Quorum

Any five Common Council Members and one external representative (except for the appointment of external representatives, when the quorum shall be any five Common Council Members).

Terms of Reference

- To monitor and review the City of London Education Strategy, and to oversee its implementation in consultation with the appropriate City of London Committees; referring any proposed changes to the Court of Common Council for approval.
- To oversee generally the City of London Corporation's education activities; consulting with those Committees where education responsibilities are expressly provided for within the terms of reference of these Committees; and liaising with the City's affiliated schools and co-sponsors.
- To be responsible for the oversight and monitoring of the City of London's sponsorship of its Academies, including recommending to the Court of Common Council the appointment of governors.
- To recommend to the Court of Common Council candidates for appointment of the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other committee.
- To monitor the frameworks for effective accountability, challenge and support in the City schools*.
- To be responsible for the distribution of funds specifically allocated to it for education purposes, in accordance with the City of London Corporation's strategic policies.

- Oversight of the City of London Corporation's education-business link activities.

*The expression "the City schools" means, as stated in the education strategy, those schools for which the City has direct responsibility, as proprietor, sponsor or LA, namely : The Sir John Cass Foundation Primary School, The City Academy Hackney, the City of London Academy Southwark, the City of London Academy Islington, the City of London School, the City of London School for Girls, and the City of London Freeman's School, and, when the federation with the City of London Academy Southwark is approved, Redriff Primary School.

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Committee(s)	Dated:
Education Board	5 March 2015
Subject: Education Strategy Update Report	Public
Report of: Director of Community and Children's Services	For Information

Summary

This report provides Members of the Education Board with a summary of key developments in the delivery of the Education Strategy. Each of the five strategic objectives of the Education Strategy is addressed (paragraphs 3 – 7) with examples of recent work and future activities.

A report including the full Education Strategy Development Plan will be submitted bi-annually.

Recommendation(s)

Members are asked to:

- Note the report.

Main Report

Background

1. The City of London Corporation Education Strategy 2013 – 2015 established five strategic objectives. Each objective is underpinned by a series of recommendations. Every recommendation identifies a key deliverable that the City is seeking to achieve and details specific actions that will facilitate this.

Current Position

2. The implementation of the Education Strategy is overseen by the Education Board. This report provides Members of the Education Board with a summary of key developments in the delivery of the Education Strategy. Each of the five strategic objectives of the Education Strategy is addressed (paragraphs 3 – 7) with examples of recent work and future activities.

Education Strategy Update

3. Strategic Objective 1: To promote and support excellent education and access to higher education

- a. Year 12 students from The City Academy Hackney (TCAH) and City of London Academy Islington (COLAI) attended City of London School for Girls' (CLSG) Higher Education Evening on 4 February, providing them with an opportunity to speak to university lecturers and admissions tutors from a number of the UK's top institutions, across a wide range of subject areas.
- b. The safeguarding training programme for governors at City schools is underway. Three sessions in February and March will help governors gain a deeper understanding of the relevant policies, legislation, and best practice. Further sessions will be offered in the Summer Term.
- c. On 6 February the City hosted a reception in the Old Library to celebrate COLAI's best ever exam results – 70% of students achieved the highest grades of 5 A*-C passes including English and maths at GCSE; and almost 50% of A Level entrants secured an A*-B grade.
- d. TCAH hosted its first information evening regarding Higher Education for sixth form students, supported by CLSG.

4. Strategic Objective 2: To strive for excellence in the City schools

- a. At the inaugural meeting of Directors of Sixth Form a number of areas were identified where further collaboration could benefit the family of schools, including: A Level retention, 'Oxbridge' applications, careers days, a workshop on academic writing, pastoral care, and a continuation of the A Level subject workshops.
- b. The Headteachers' Forum met in January and discussed the on-going collaboration programme, future collaboration opportunities, how to achieve Progress 8 (lead by the TCAH's Principal), and received a presentation from "Place2Be" who provide therapeutic and mental health services within schools.
- c. The Chairmen of Governors' Forum met in February and received updates on the collaboration programme, the Education Board's work, validated exam results and league tables, school expansions, DBS requirements, and discussed how Chairmen of Governors can carry out effective skills assessments of their Boards.
- d. On Monday 9 February students from TCAH, COLAI and CLSG took part in a dragons den style event hosted by Mansion House.

5. Strategic Objective 3: To inspire children through an enriched education and outreach opportunities

- a. Open Spaces Department is currently reviewing its learning services and developing an 'Outcomes Framework'. The outcomes are linked to high level impacts developed for the learning programme which aim to 'make a

positive impact on the communities who use, or border, the City's open spaces through learning activities'. As part of the review, they are also looking at the delivery of services, and investigating ways of increasing efficiency and expected reach, as well as increasing sustainability.

- b. The whole of year 7 (240 pupils) from City of London Academy Southwark (COLAS) took part in "City Stories", a day of activities organised by the Museum of London, in collaboration with the Barbican and Tower Bridge, to help increase pupils' understanding of the history of the City.
- c. Students from the COLAI and COLAS visited the Old Bailey for a tour led by Charles Henty and the Recorder of London, a meeting with one of the judges and the Witness Service. An Evening Standard reporter also attended and wrote an article about the visit.
- d. Creative Learning
 - Continued development of the East London and City Culture Partnership (ELCCP) across 8 East London Boroughs. Three strands of activity are underway:
 - i. Creative Learning putting ELCCP principles into practice working with the 8 music hubs/Boroughs – a multi-artform plan has been developed for delivery over the 14/15 academic year, including 4 Catalyst Programmes (Guildhall Student engagement in East London, New York Philharmonic Family Concert, a Jazz Learning strategy and an East London showcase).
 - ii. Strategy Task Group – an initial meeting has been held with strategic representatives from East London Boroughs to help develop a broader framework for extending the partnership beyond music hubs and incorporating the wider cultural education ecology (to enable joint planning and stop duplication).
 - iii. Cultural organisations – a small group of key partners are being identified to work with us, beginning with our resident orchestra (LSO) and Associates.
 - Young Orchestra for London – 350 applicants for this project attended a series of workshops. The final orchestra of 100 young musicians has been selected to form an ensemble with representation from every London Borough, as well as a wide range of abilities and experience.
 - Pop up Performances – In December 360 pupils in Redbridge Primary schools experienced an interactive performance inspired by the work of Alan Lomax.
- e. The Sports and Community Development offer is open to all City schools and includes:
 - Opportunities to participate in the Virgin London Mini Marathon.
 - Primary School Swimming Gala at Golden Lane Sport & Fitness.

- Primary School Mini Netball Tournament at Golden Lane Sport & Fitness.
 - Invites to the London Youth Games Cross Country event at Hampstead Heath (Secondary schools).
 - Academies can use Golden Lane Sport & Fitness and Sports Development for work experience placements. Lewisham council certified the centre as an established work place provider. The first work experience placement took place in December with a student from COLAS.
 - Students are invited to attend the Fit for Sport holiday programme at Golden Lane Sport & Fitness.
 - Games Force Events Award - City students can enrol and gain the Sports Leaders UK Level 1 in Sports Volunteering.
 - Bespoke programmes have also been developed for City of London School for Boys, CLSG, Sir John Cass's Foundation Primary School (SJC), and COLAS.
- f. The Lord Mayor will host Year 6 Visits to Mansion House for Redriff Primary on 12 June 2015 and SJC on 19 October 2015
6. Strategic Objective 4: To promote an effective transition from education to employment
- a. The 'Inspiring City Role Models' programme, which is run by the national education charity Future First and funded by the City of London Corporation, encourages City workers who went to school in City fringe boroughs to sign up to alumni networks at their old school and act as mentors, work experience providers, and career and education role models to provide a gateway into the City for current students.
 - b. Officers are currently liaising with the Chair of the Apprenticeships Ambassadors Network to identify a suitable date in June/July to hold a high-level roundtable discussion, chaired by the Lord Mayor and attended by a cross-section of senior city business representatives, on how city businesses could be encouraged to take on apprentices in greater numbers. Officers are undertaking some fact finding in this area including a survey of city businesses on attitudes to and awareness of apprenticeships.
 - c. The Nominations Working Group has recommended two individuals to fill the remaining external representative posts on the Education Board. Both candidates have relevant expertise in promoting the transition from education to employment.
 - d. On 4 March Year 9 and 10 students can attend Barber-Surgeons Hall for Livery Schools Link's annual showcase event. Students will have the opportunity to meet people from a wide range of careers, to broaden their employment horizons, speak with apprentices in the Livery Companies Apprenticeship Scheme.

7. Strategic Objective 5: To explore opportunities to expand the City's education portfolio and influence on education throughout London
 - a. The EFA interview for the free school applications took place on 5 February.
 - b. On 25 February the Lord Mayor hosted a debate for the City & Guilds Group on the theme of Skills for the UK's Economic Competitiveness, Prosperity and Growth. Chaired by Andrew Neil, the panellists included: Nick Boles MP (Minister of State for Skills and Equalities), Baroness Sal Brinton (Liberal Democrat President), Rt. Hon. Liam Byrne MP (Shadow Universities, Science and Skills Minister) John Cridland (CBI Director General), and Frances O'Grady (TUC General Secretary).

Corporate & Strategic Implications

8. The Education Strategy complements and supports the City of London's corporate policies and objectives, as set out in the Corporate Plan 2013-2017.

Appendices

None.

Background paper

City of London Corporation Education Strategy 2013–15.

Joshua Burton

Policy Officer

T: 020 7332 1432

E: joshua.burton@cityoflondon.gov.uk

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Committee(s)	Dated:
Education Board	5 March 2015
Subject: Education Board's Proposed Budget Allocation for Financial Year 2015/16	Public
Report of: Director of Community and Children's Services and The Chamberlain	For Decision

Summary

The City of London Corporation's Education Board was constituted at the meeting of the Court of Common Council on 1 May 2014. In advance of the Board's creation by the Court, the Policy and Resources Committee and the Finance Committee agreed that the Education Board would be allocated a sum of £1m for Financial Year 2015/16, from the City's Cash funds.

Following Members' discussion of a draft budget allocation for Financial Year 2015 – 2016 at the Education Board's meeting on 15 January 2015, Officers have updated the budget allocation to reflect the Board's comments and submit the updated budget allocation to the Education Board for its consideration and approval.

Recommendation(s)

Members are asked to:

- Endorse the Education Board's budget allocation for Financial Year 2015 – 2016 as set out in paragraphs 4 – 13 of this report.

Main Report

Background

1. The City of London Corporation's Education Board was constituted at the meeting of the Court of Common Council on 1 May 2014. In advance of the Board's creation by the Court, the Policy and Resources Committee and the Finance Committee agreed that the Education Board would be allocated a sum of £700,000 from City's Cash funds in 2014/15 and £1m from City's Cash funds for Financial Year 2015/16.

Current Position

2. This report follows Members' discussion of an initial draft budget allocation for Financial Year 2015 – 2016 that was considered at the Education Board's meeting on 15 January 2015. This report reflects the Board's comments at its January meeting and provides a proposed budget allocation for Financial Year 2015/16.

Options

3. The proposed budget allocation, outlined below in paragraphs 4 – 13, is submitted to the Education Board for its consideration and endorsement.

Proposal

Education Board's Proposed Budget Allocation for Financial Year 2015 – 2016

4. The table below provides the Education Board with a proposed budget allocation for Financial Year 2015/16 and also includes a comparison to the expenditure in Financial Year 2014/15.

Expenditure	Local / Central Risk	2014/15 Allocation £'000	2015/16 Allocation £'000
Policy Based Budget Requirements <ul style="list-style-type: none"> • Hard Education • Great Fire of London Website • School Visits Fund • Headteachers' Conference • Closer working with the Livery and businesses 	L L L L L		20 15 40 25 15
School Funding (Academies) <ul style="list-style-type: none"> • City of London Academy, Southwark • City of London Academy, Islington • The City Academy Hackney • Redriff Primary School 	C C C C	150 150 150 50	150 150 150 50
New Priorities (Delivery of the Education Strategy) <ul style="list-style-type: none"> • Strand 1 – Developing the City family of schools. • Strand 2 – Embedding the schools programme. • Strand 3 – Increasing the impact of the City's outreach offer in education. • Strand 4 – Employability. • Strand 5 – Engaging businesses and the Livery in Education. 	C	-	80
New Schools <ul style="list-style-type: none"> • Programme and project management 	L	-	75
Central Coordination (Education Unit) <ul style="list-style-type: none"> • Staffing • Governor Training • Forum support and administration (headteachers, governors, directors of 6th) 	L	170	150

<ul style="list-style-type: none"> • Administration • Research • Memberships 			
Collaboration Activities <ul style="list-style-type: none"> • Concert • Summer School • Debating Competition • Art exhibition • Sports Day • Careers Fair (venue only) • Additional activities (tbc) 	L L L L L L L	-	10 6 3 3 10 3 20
Planned Events <ul style="list-style-type: none"> • Partnership events • Celebrations of excellence • External educational events 	L	30	25
Total		700	1,000

Policy Based Budget Requirements

5. The Education Board is responsible for the distribution of the City's education funding allocation. The funding has been made available to cover all aspects of the City's education offer. At its inaugural meeting the Education Board received a report from the Director of the Museum of London on behalf of the Learning and Engagement Forum requesting funding for a number of projects. The following projects were identified by the Education Board for funding:
- Hard Education – £20,000 to commission a consultant to liaise with participating City venues to scope the Hard Education project, carry out more detailed testing of the concept with teachers, and develop a project plan with costings.
 - Great Fire of London website – £15,000 to commission a consultant to liaise with participating City venues and other potential partners to scope the Great Fire of London website and schools programme project, carry out more detailed testing of the concept with teachers, and develop a project plan with costings.
 - School Visits Fund – Funding for the first tranche of the School Visits Fund. This would amount to £40,000 in Financial Year 2015/16. This proposal for the School Visits Fund is to establish a three year funding envelope, with an additional £30,000 of funding in both Years 2 and 3. While Members can support in principle a three year funding envelope the Education Board can only allocate funding for Financial Year 2015/16.
 - Headteachers' Conference – £25,000 of funding for the scoping, planning and promotion of a Headteachers Conference.
6. Officers recommend that the Education Board allocates £15,000 to support closer working with the Livery and businesses, either through Livery Schools Link or a new structure. The allocation of this funding would be subject to the Education

Board's consideration and endorsement of a robust business plan. A business plan is currently being developed by the consultant project manager.

School Funding (Academies)

7. In Financial Year 2014/15 the Education Board allocated £500,000 to City academies to support activities that would improve the educational offer at each academy. It is therefore proposed that the same funding is made available in Financial Year 2015/16 and the Academies are invited to submit proposals to the Education Board.

New Priorities (Delivery of the Education Strategy)

8. The Education Board will receive a report from the Town Clerk proposing that the Education Board endorse key objectives for the next financial year. These objectives have been developed in accordance with the 5 strands of the Education Strategy and include:
 - Strand 1 – Developing the City family of schools.
 - Strand 2 – Embedding the schools programme.
 - Strand 3 – Increasing the impact of the City's outreach offer in education.
 - Strand 4 – Employability.
 - Strand 5 – Engaging businesses and the Livery in Education.
9. Officers recommend that £80,000 is allocated for the delivery of objectives that are not already captured in the budget allocation and for unforeseen items of expenditure. This will allow the Education Board to respond swiftly and effectively with funding for projects and initiatives identified during the year which support the Education Strategy's aims and objectives.

New Schools Programme

10. Subject to approval from the Education Funding Agency, City Corporation will expand its academy offer in Islington and Southwark. The City will also expand its local education authority provision at Sir John Cass's Foundation Primary School. In order to support this expansion Officers recommend that the Education Board allocate £75,000 for programme and project management.

Central Coordination (Education Unit)

11. This funding will enable to Education Unit to carry out its functions, providing central coordination and advice on the delivery of the Education Strategy. Specifically, the funding will cover the following expenditure: staffing, a governors training programme, supporting forums for headteachers and governors, administration, research, and memberships.

Collaboration Activities

12. At the September meeting of the Headteachers' Forum it was agreed that the City schools should undertake collaboration opportunities, including: a concert, a summer school, a debating competition, an art exhibition, a sports day, and a

joint careers fair (venue cost), for which Officers propose that the Education Board allocates £50,000.

Planned Events

13. Officers recommend that the Education Board allocates £25,000 for events that will support the delivery of the strategic objects set out in the Education Strategy during the next financial year, including: partnership events, celebrations of excellence, and external educational events.

Corporate & Strategic Implications

14. The proposed budget allocation is in line with the aims and objectives of the Education Strategy. The Education Strategy complements and supports the City of London's corporate policies and objectives, as set out in the Corporate Plan 2013-2017.

Conclusion

15. The Education Board's proposed budget allocation for Financial Year 2015/16, outlined in paragraphs 4 – 13 of this report, is in line with the aims and objectives of the Education Strategy and the City's corporate policies and objectives. It is therefore recommended that Members endorse the proposed budget allocation.

Appendices

None.

Background Papers

- Education Board draft budget allocation for Financial Year 2015/16 – Report received by the Education Board on 15 January 2015
- Minutes of the Education Board's meeting on 15 January 2015.

Joshua Burton

Policy Officer
Education unit

T: 020 7332 1432

E: joshua.burton@cityoflondon.gov.uk

Mark Jarvis

Head of Finance
Chamberlain's Department

020 7332 1416

mark.jarvis@cityoflondon.gov.uk

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Committee(s):	Date(s):
Education Board	5 March 2015
Subject: Actions Taken under Delegated and Urgency Procedure Since the Last Meeting	Public
Report of: Town Clerk	For Information
Summary	
<p>This report summarises actions taken under urgent authority procedure since the last meeting of the Education Board on 15 January 2015. In summary, the Town Clerk exercised urgent authority to recommend to the Court of Common Council, on behalf of the Education Board, that the resignation of the Reverend Dr Martin Dudley as Company Member of the City of London Academies (Southwark) be noted and that Andrew McMurtrie CC be appointed to the resulting vacancy.</p>	
Recommendation(s)	
<ul style="list-style-type: none"> • Members are asked to note the report 	

Main Report

Background

1. Standing Order 41 of the Court of Common Council allows for decisions to be taken between meetings of Committees. They can be taken if, in the opinion of the Town Clerk it is urgently necessary for a decision to be made, or if the Committee or Sub-Committee have delegated authority to the Town Clerk to make such a decision.
2. If such instances arise, then the powers of the Committee or Sub-Committee may where lawfully possible be exercised by the Town Clerk. Before exercising such power, the Town Clerk must seek and obtain the comments of the Chairman and Deputy Chairman of the Committee or Sub-Committee or, failing either of them, their nominees. Each action or decision shall then be reported to the next meeting of the Committee or Sub-Committee.

Current Position

3. The City of London Academies (Southwark) is a company limited by guarantee under the Companies Act 2006. The City Corporation is the sole Sponsor and has certain rights to appoint and remove directors to the two academies as well as Members of the legal entity overseeing the City of London Academy Southwark and Redriff Primary School – the City of London Academies (Southwark).
4. The Reverend Dr Dudley formally resigned as a governor of City of London Academy Southwark in 2013 but remained a Member of the City of London Academies (Southwark).
5. Consistent with usual City Corporation practice regarding appointments to the Academy companies where the City Corporation has rights to appoint both directors and Members, who are often the same individuals, Dr Dudley wished to resign as a

Member of the City of London Academies (Southwark) consistent with his resignation as a director in 2013.

6. Andrew McMurtrie is an existing director of the City of London Academy Southwark, appointed by the City Corporation. He indicated he is willing to serve as a Member of the City of London Academies (Southwark). The Board of Governors supported Mr McMurtrie's appointment to replace Dr Dudley.
7. There are currently three Members of the City of London Academies (Southwark) including the Reverend Dr Dudley. Two are appointed by the City Corporation (Dr Dudley and Alderman Sir David Wootton) and the third is appointed ex-officio by virtue of being Chairman of the Board of Governors (Deputy William Fraser). Under the City of London Academies (Southwark) governing documents a Member may resign provided that after such resignation the number of Members is not less than three. The Academy's governing documents also provide that the City Corporation, as Sponsor, may remove a Member appointed by them and appoint a replacement Member to fill a vacancy whether resulting from such removal or otherwise.
8. In noting Dr Dudley's wish to resign and recognising that his resignation would cause the number of Members to fall below three, it is recommended that the Court of Common Council give notice to the City of London Academies (Southwark) of its decision, as Sponsor, to remove Dr Dudley as Member and to appoint Mr McMurtrie to fill the resulting vacancy. The company administration regarding the appointment is dealt with directly by the City of London Academies (Southwark).

Conclusion

9. This report summarises the actions taken under urgent authority procedure since the last meeting of the Education Board on 15 January 2015. The decision to note the resignation of Dr Dudley and recommend to the Court of Common Council the appointment of Andrew McMurtrie CC to the resulting vacancy was made under urgency procedure on 16 February 2015, for consideration by the Court at its meeting on 5 March 2015.

Appendices

- None

Alistair MacLellan

Town Clerk's Department

T: 0207 332 1416

E: alistair.maclellan@cityoflondon.gov.uk

Committee	Date
Community and Children’s Services Education Board	13 February 2015 5 March 2015
Subject: Special Educational Needs and Disability Policy and Strategy – Progress Update	Public
Report of: Director of Community and Children’s Services	For Information

Summary

The purpose of this report is to inform the Committee of the progress made in implementing Part 3 of the Children and Families Act 2014 in regards to Special Educational Needs and Disability (SEND). Members have previously received reports on the City’s SEND Policy and Strategy, in:

- January 2013 – approving consultation on a new policy and strategy
- July 2013 – approving the City’s SEND Policy and Strategy 2013–17 (following the outcomes of the consultation), pending further development of an Action Plan with partners and stakeholders (Appendix 1)
- March 2014 – approving the City’s SEND Action Plan (Appendix 2), when Members also agreed to receive regular updates to monitor progress in implementing the Action Plan.

The attached SEND Action Plan update (Appendix 2) shows a detailed summary of the progress made to date for each of the actions listed against the six priorities. Although the Action Plan updates show significant progress in the majority of actions in all six priorities, as in all other local authorities there is still a considerable amount of work to be undertaken to meet the requirements of the SEND reforms in the Act, which came into force in September 2014. Over the coming months, efforts will be concentrated on the areas where sufficient progress has not been made, namely to ensure that:

- a comprehensive Local Offer of services available for children and families with SEND is available on the FYI Directory
- effective commissioning arrangements are in place for the delivery of joint services, particularly with Health, and for the transfer from children’s to adult services
- children, young people and parents are consulted on the services and the information available, and these services are promoted
- a personal budget policy and process is finalised and published.

Recommendation

That Members note the progress made with partners and stakeholders in implementing the six priorities of the SEND Strategy Action Plan 2013–17.

Main Report

Background

1. The City has a statutory duty to keep its arrangements for Special Educational Needs and Disability (SEND) provision under review. In addition, there are significant national reforms to SEND duties and responsibilities outlined in the Children and Families Act 2014,¹ which came into force from September 2014 onwards. In preparing the City to be in a position to implement these duties, Members have previously received reports on the City's SEND Policy and Strategy, in:
 - January 2013, when the Committee approved consultation on a new SEND Policy and Strategy
 - July 2013, approving the City's SEND Policy and Strategy 2013–17 (following the outcomes of the consultation), pending further development of an Action Plan with partners and stakeholders (Appendix 1)
 - March 2014, approving the City's SEND Action Plan (Appendix 2), when Members also agreed to receive regular updates to monitor progress in implementing the Action Plan.

Current Position

2. Attached to this report is the SEND Action Plan (Appendix 2), which provides a detailed summary of progress on each of the actions listed against the six priorities. These changes are being implemented using a programme management approach, with each of the developments being progressed by a multi-disciplinary workstream team comprising representatives from health agencies, social care (children's and adults) and education. Progress towards implementing the legal requirements of the SEND reforms by the required dates is reported to the Children's Executive Board. An overview of progress against each of the six priorities is provided, as follows:
 - **Early identification and intervention** – *linking into the 'early help offer' outlined in the Early Intervention and Prevention Framework* – Significant progress has been made against five of the seven actions listed. The remaining two actions are scheduled for further work from spring 2015 onwards.
 - **Family confidence** – *linking into stronger safeguarding and user engagement* – Significant progress has been made in four of the eight actions listed. The remaining four actions are scheduled for work from spring 2015 onwards.
 - **Learning and life outcomes** – *linking into achievement and learning* – Work has recently started on four of the actions listed, with work scheduled to start on the remaining four from spring 2015 onwards.

¹ Part 3 of the Children and Families Act 2014.

- **Transition** – *linking into partnerships and user engagement* – Significant progress has been made in all three actions listed in this priority.
 - **Multi-agency working** – *linking into partnerships* – Significant progress has been made in all five actions listed in this priority.
 - **Implementing national reforms** – *linking into children’s workforce development* – Significant progress has been made in all five actions listed in this priority.
3. As part of the SEND reforms being delivered through the Action Plan and specifically through the sixth priority, ‘Implementing national reforms’, the following changes are required to be introduced:
- Education, Health and Care (EHC) Plans, the proposed replacement to the current Statement of SEN
 - a Local Offer of services for disabled children and young people and those with SEN
 - new protections for young people aged 16–25 in further education and a stronger focus on preparing them for adulthood
 - arrangements to meet the new entitlement for all children and young people with a new EHC Plan to request a personal budget, extending their choice and control over their support
 - effective joint commissioning arrangements for education, health (Clinical Commissioning Group and Public Health) and social care for children’s services.
4. In terms of progress in these areas, the City’s EHC Plan has been finalised in consultation with parents, and has been signed off by the Department for Education as being compliant with the Code of Practice. Two EHC Plans have been issued. A final piece of work is being undertaken to work out how the Health element of any funding/commissioning requirements will be ‘signed off’ by Health when new EHC Plans are agreed.
5. In terms of the Local Offer, the City is compliant, with the infrastructure being in place and ‘live’ from 1 September. However, despite concerted efforts to obtain information from all organisations on what facilities/services are available to meet the needs of children and young people with additional needs, responses have been limited. Continued efforts are being made to outline a comprehensive Local Offer of services available for children and families with SEND on the Local Offer web pages, within FYI Directory. An officer is now visiting providers to encourage them to respond.
6. Work is continuing to progress on ensuring that a policy and process are in place for personal budgets, particularly with regards to the inclusion of any Health elements. It is anticipated that requests for these will be low, if indeed

there are any at all, so arrangements for this will need to be set up within existing processes to ensure economies of scale.

7. As we take this work forward the Department will continue the consultation processes we have in place to ensure that the needs of children and their families are being met.

Proposals

8. It is proposed that Members note the progress in implementing the SEND Strategy through the Action Plan and the specific arrangements for implementing the SEND reforms.

Corporate and Strategic Implications

9. The continued implementation and development of the SEND Policy and Strategy will contribute to the wider Education Policy for the City of London Corporation that was approved by Committee in November 2013.

Legal and Financial Implications

10. It is a statutory requirement for the City to keep under review its arrangements for SEND, and this process will ensure the City continues to provide modern, efficient and high-quality services to meet the needs of children and young people. These services are undertaking significant change through the implementation of the SEND Strategy and reforms.
11. The financial implications in carrying out this work are covered within the allocated local risk budgets.

Conclusion

12. Part 3 of the Children and Families Act 2014 requires an agenda for national reform of SEND over the next few years, the implications of which the City needs to address. This report confirms the ongoing arrangements for monitoring the approved SEND Action Plan (Appendix 2) for developing SEND services and implementing the SEND reforms within the City.

Appendices:

- Appendix 1: City of London SEND Policy and Strategy 2013–17
- Appendix 2: City of London SEND Action Plan 2013–17, with progress monitoring information

Background Papers:

- Special Educational Needs and Disability Policy and Strategy Committee Report, Community and Children's Services Committee, 14 March 2014
- Special Educational Needs and Disability Policy and Strategy Committee Report, Community and Children's Services Committee, 12 July 2013
- Special Educational Needs and Disability Policy and Strategy Committee Report, Community and Children's Services Committee, 10 January 2013

Contact:

Gerald Mehrtens | gerald.mehrtens@cityoflondon.gov.uk | 020 7332 3660



City of London Special Educational Needs and Disability Strategy 2013-17

1. Background

This describes the City of London's (the City's) strategy for children and young people aged 0-25 years with Special Educational Needs and Disabilities (SEND). It replaces the previous SEND policy and strategy produced in 2002.

The strategy contributes to the City's commitments outlined in The Children and Young People's Plan 2013-2015¹. It will also ensure that through this strategy the City's policy and practice will reflect the many changes and recommendations made at national level. These include the Equality Act (2010) and the government Green Paper, Support and Aspiration: a new approach to special educational needs and disability (2011). Many of the changes resulting from the Green Paper will need to be implemented as a result of the Children and Families Bill, due to become an Act of Parliament in Spring 2014.

Whilst being clear in this strategy about what the City wants to achieve with partners over the next four years, it will be flexible in its approach so that it can respond to on-going legislative and funding changes. This policy and strategy is a sub set of the City's overall Education Strategy and feeds into strategic objectives to promote and support excellent education and access to higher education.

2. Who are the children and young people that this strategy is aimed at?

In this strategy the City recognises that SEND encompasses children and young people with a broad range of needs. For some the focus of support will be wholly educational. For others their families will need support from a number of statutory services and this may continue throughout their childhood and into adulthood. A child or young person may have special educational needs or a disability or both. In 2012 SEN and Disability are respectively defined by the SEN Code of Practice² and the Equality Act³.

3. The City's Vision for SEND

The City has a clear vision for all children and young people, especially for those with SEND. This includes children and young people who are the most vulnerable particularly those with special educational needs and disabilities. The vision is to ensure that:

¹ Children and Young People's Plan 2013-2015, Unblocking aspirations and fulfilling potential.

² Special Educational Needs Code of Practice 2001

³ Equality Act (2010)

“Every child and young person will have and enjoy a safe and healthy lifestyle. They will be able to access a high quality education provision to achieve their maximum potential in order to thrive in their community. They will be supported by a skilled and confident workforce.”

To achieve this, the City will support and encourage professionals and local communities to work effectively together. It will want to ensure that parents and carers have greater confidence by giving them better access to information and greater opportunity to participate in decision making. The City will strive to make SEND processes more flexible and transparent and will encourage parents and carers to be more involved.

The City also wants to provide “seamless” support continuing through to adulthood aimed at accessing provision and service delivery from 0-25 years of age. This will replace the staged approach of early years-school-further education which creates problems and anxieties about transition. It will also be aligned with the proposed government reforms.

The City is ambitious for children and young people with SEND and it will strive towards this vision by achieving the following over the next four years:

- an inclusive community welcoming to all
- tailored solutions to meet the needs of individuals, families and communities
- sustainable resourcing for pupils with SEND
- implementation of education, health and care plans for those with the most complex needs
- a published local offer, clearly setting out all the provision and support available for children and young people with SEND in the City
- a defined personal budget option for all parents who have an Education, Health and Care Plan
- increasingly skilled professionals, able to meet the needs of children and young people with a wide range of needs
- a transparent funding mechanism and criteria for decision making which meets new national requirements and is widely communicated

4. Achievements so far

This strategy will build on developments the City has achieved so far:

- Investment in services which are open to all children and families to prevent children and young people’s needs from escalating into difficulties. - Prevention and Early Intervention was the first strategic priority of the City’s Children and Young People’s Plan 2009-2012. Investment in prevention has resulted in lower levels of referrals to specialist services. This investment continues to be a priority for the City.

- Improved ability to identify children and families with high risk factors and low protective factors. - The City has been able to intervene to support children at a much earlier stage, which will prevent them from requiring more specialist services at a later stage in their life.
- Sustained improvement in the levels of achievement of children and young people with SEND in the City. - At primary age they consistently achieve at levels above the national average in school exams.
- Funding mechanisms for the future in implementing the government's National Funding Formula. – The City has adapted its funding allocations to meet the High Needs funding process, strengthening the commissioning-provider relationship
- Successful working practices between education and health practitioners.
- Robust and comprehensive induction, support and training for early years practitioners.
- Individualised packages of support for 19-25 year olds with SEND. - This has built valuable experience which will assist in improving seamless support for transition to adulthood.

5. The challenges ahead

This provides a good basis for addressing the considerable challenges that lie ahead for the City resulting from both local and national developments.

Local

- A significant change management programme will be needed to respond to the requirements of the Children and Families Bill. This will need to be achieved within existing resources.
- Relationships with an increasing number of schools in neighbouring authorities and in the independent sector are variable and will need to be actively developed. This will be necessary to achieve a more mature commissioner-provider understanding around quality of provision.

National

- The major government review on SEND (SEND Green Paper) will introduce legislative changes through the Children and Families Bill in spring 2014 with the intention of introducing the changes in September 2014. These changes will:

- replace SEN statements and Learning Difficulty Assessments (for 16-25 year-olds) with a single, simpler 0-25 assessment process and education, health and care plans.
- provide statutory protections comparable to those currently associated with a statement of SEN to up to 25 in further education – instead of it being cut off at 16 or 19 years of age.
- require local authorities to collaborate with health and voluntary services to publish a Local Offer showing the support available to children and young people with SEND and their families.
- give parents or young people with education, health and care plans the option of receiving a personal budget for their support.
- introduce compulsory mediation for disputes and trialling giving children the right to appeal if they are unhappy with their support.
- require local authorities and health service agencies to link up services for children and young people with SEND so that they are jointly planned and commissioned.
- extend the legal right for children to seek a place at state Academies and Free Schools as well as maintained mainstream and special schools.

The legislation will draw on evidence from twenty Pathfinder projects set up in September 2011.

- A new national funding formula was implemented in April 2013 which will continue to have significant implications for SEND funding in schools which will need to be monitored.
- The Lamb Enquiry proposed ways for strengthening parental confidence in the SEN system which need further development.
- There are a number of other major reviews and guidance on good practice (Ofsted, Rose, Bercow) for identifying and meeting the SEND of children generally and specifically those with communication and literacy difficulties.
- Local authorities will continue to have the legal responsibilities for SEND in the context of a broader and more diverse school and college system.

6. Consultation and involvement

The implications of these local and national changes and challenges need to be fully considered and planned for in a new four year strategy that wins the support of all partners and stakeholders. The strategy will only succeed with this level of support.

An essential start to achieving this is to involve the City's partners and stakeholders including children and young people and their parents and carers in the process of developing the strategy. The City embarked on this process in April 2013 by asking these groups for their views about the essential principles and priorities that should

underpin a new strategy. This **consultation** process, based on a consultation paper,⁴ lasted for five weeks ending in early May 2013.

89 per cent of the responses to this consultation showed support for the suggested Vision and Principles and 83 per cent showed support for the key priorities that were identified. There was strong support for continuing to develop inclusive practices in mainstream schools, developing more individualised solutions and packages of support, continuing to improve the closeness, immediacy and quality of communication, encouraging the closer involvement of parents and strengthening the numbers and skills of SEND staff.

A more detailed analysis of the consultation summarising the comments and ideas that were received is available at (*location on website to be decided*).

Although there was not a significant response (18 returns) to this consultation the quality of responses in comments received was good. However the level of engagement by partners needs to be better to ensure that there is the required understanding and commitment necessary to make progress over the next four years. The draft strategy will therefore be put to all partners and stakeholders requesting comments and ideas on actions to implement the priority areas for development.

7. Principles and priorities

Principles

There was overwhelming support from the initial consultation for the underpinning principles that were suggested in the consultation paper. These are:

- 1. Receiving the right support at the right time. - Preventative approaches; early identification of educational needs and the rapid deployment of support to underpin the provision of SEN services.**
- 2. Involving children, young people and their parents and carers at the centre of all decisions about them. - Ensuring that they are included and supported to participate fully in planning as partners in the process.**
- 3. Improving outcomes for children and young people with SEND. – Continuing to support and challenge schools to drive improvements in the achievement of children and young people with SEND.**

⁴ Consultation on Special Educational Needs and Disabilities Policy – City of London, Education and Early Years' Service, April 2013.

Priorities

There was also overwhelming support from the initial consultation for the priorities suggested in the consultation paper.

	Priority	Examples of recognised best practice
1.	To ensure the early identification and intervention of children with SEND.	<p>Access to specialist support is clear and transparent for parents and carers and other professionals</p> <p>Children, young people and parents and carers have easy access to the information that they need to make informed decisions and where possible choices</p>
2.	To ensure families have confidence in the professionals supporting their child's learning and care.	<p>All those involved with children and young people with SEND are aware of the full range of local activities and resources available to them and how they are accessed</p> <p>Services work together to ensure children and young people are safeguarded and protected from harm</p> <p>The use of jargon in any communication is avoided wherever possible and abbreviations are explained.</p>
3.	To improve learning and life outcomes for children and young people with SEND	<p>There is awareness and knowledge of the reasonable adjustments that need to be made to ensure inclusion</p> <p>The child or young person is seen as an individual with personal interests and strengths as well as particular difficulties</p> <p>Success and achievements are celebrated</p>
4.	To support children and families at each transition point	<p>Meetings are welcoming and there is an ethos of mutual respect</p> <p>Provision and support is personalised to the child or young person's individual needs</p>
5.	To develop new ways of multi-agency working which reflect the Government's plans for reforming the SEND system	<p>Where there is a team around the child, those who are involved, maintain excellent communication with the lead professional who will promote joint working through the action plan</p> <p>Education, social care and health governance is co-ordinated to ensure effective commissioning of services to meet needs in the education health and care plan</p>

	Priority	Examples of recognised best practice
6.	To develop the best systems possible for implementing all national reforms	Co-ordinated planning arrangements in place to develop new ways of working based on best practice emerging from Pathfinder areas The child or young person and parents and carers are actively involved in any plans made about them

8. What the City, with its partners, will do to meet these priorities

Early identification and intervention

The City will:

- Work with schools and settings with effective diagnostic tools to support the earlier identification of very young children with SEND
- Use the Early Support Framework as a model of excellent practice within Children's Centres to enable the early identification of SEND and provide local support for families
- Use the Common Assessment Framework to support a more holistic assessment to address needs of children in the early years
- Review assessment strategies in the early years in line with identified best practice
- Strengthen guidelines for working with parents of very young children
- Ensure the best training on SEND for early years practitioners
- Promote more effective communication and coordination between services

Family confidence

The City will:

- Increase the opportunities for parents to participate in decisions in relation to changes to policy, strategy or service delivery
- Ensure parents contribute to the decisions made about their child and are confident that the right support, at the right time will be available
- Ensure parents and schools know about the range of provision in the City to support children with SEND
- Improve communication with parents and carers
- Work with schools and settings to ensure that parents receive quality information on the progress and attainment of their child
- Ensure that reports and information from professionals are written in plain English and where necessary available in a range of languages and formats
- Develop more outreach processes for parents of children with SEND
- Publicise case studies about different types of SEND to reassure parents and develop support networks where possible

- Develop an increased range of parent communication channels e.g. coffee mornings, face to face meetings
- Monitor the implementation of its strategy and provide feedback based on data and other sources of evidence

Learning and life outcomes

The City will:

- Commission specialist provision to support pupils with the most complex needs; including behaviour
- Monitor and evaluate the impact of SEND services
- Work with schools that have City children and young people with SEND to improve outcomes and skills, as required
- Improve City provision for children and young people with SEND
- Work jointly with families and schools to address needs of children with complex learning and behavioural needs
- Develop good practice in personalised planning
- Identify training and support needs on specific disabilities such as Autism and Dyslexia
- Actively promote the inclusion of children and young people with SEND in mainstream settings where appropriate

Transition

The City will:

- Work with settings and schools to ensure that effective and supportive 'person-centred' transition plans are in place
- Ensure the 14+ Annual Review and Transition Plan support the child from school into adulthood involving all relevant partners and professionals
- Extend 14+ transition planning to support vulnerable children and those with SEND who do not have statements
- Ensure a joined up approach from school to post school settings
- Develop an increased range of options for post school education and training for young people with SEND

Multi-agency working

The City will:

- Improve the Statutory Assessment process; develop joint working between education, social care and health
- Work with partners to reduce the time taken to complete the Statutory Assessment Process by 6 weeks

- Ensure that support received by the child and their family is brought together in a single holistic plan which is clear and easy to understand
- Work with partners in health and social care to make joint planning less complicated and more efficient for Looked After Children and those with complex needs / disabilities
- Trial a new single plan with particular groups of children and young people with SEND

Implementing national reforms

The City will:

- Engage with national and regional support networks in implementing reforms and developing good practice
- Identify partners to work with on developments where appropriate
- Ensure that the SEND workforce is supported to deliver changes through good communication, awareness raising, training and support
- Establish strong joint commissioning processes to ensure that the needs of Education Health and Care Plans are met to a high standard

9. Resourcing context

The strategy will need to focus sharply on developing approaches to ensure children and young people with SEND in the City have the best opportunities for achieving their potential within affordable and sustainable resourcing constraints. In the current economic climate the financial pressure on public sector services is acute. The City will be required to review budgets for many services over the next four years. It is imperative that there is a real emphasis on achieving value for money and realising the best quality for every unit of resourcing that is committed.

It is recognise that within these financial constraints there is a genuine opportunity to reduce bureaucracy and increase effectiveness. This strategy must ensure that the right children and young people are targeted at the right time in order to achieve this. It must also maximise the skills of those working with children and young people and streamline efforts across services through joint working practices.

10. Dependency on other policies and strategies

- SEND commissioning strategy – with consistent joint commissioning framework across SEN, social care and health
- Transport policy
- Children with disabilities strategy/14-25 transition
- Language and communication strategy.

11. Communicating the Strategy

To be fully effective it is important that this strategy is well understood, easily available and is clearly informed by other policies plans and strategies such as the City's Education Policy and Strategy, Disability Equality Scheme and the Children and Young People's Plan.

It will be disseminated through a rigorous information and engagement plan to ensure that there is maximum awareness and commitment amongst all partners and stakeholders.

APPENDIX 2

City of London Special Educational Needs or Disabilities (SEND) Strategy 2013-17 Action Plan v3

1. **Priority:** To ensure the **early identification and intervention** of children with SEND.
2. **Priority:** To ensure **families have confidence** in the professionals supporting their child’s learning and care.
3. **Priority:** To improve learning and life **outcomes** for children and young people with SEND
4. **Priority:** To support children and families at each **transition** point.
5. **Priority:** To develop new ways of **multi-agency working** which reflect the Government’s plans for reforming the SEND system
6. **Priority:** To develop the best systems possible for implementing all **national reforms**

1. **Priority:** To ensure the **early identification and intervention** of children with SEND.

Success Criteria:

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Actions & Resources</i>	<i>Monitoring and Updates</i>
1. Work with schools and settings with effective diagnostic tools to support the earlier identification of very young children with Special Educational Needs OR	<ul style="list-style-type: none"> • Delivery of Quality, Improvement and Inclusion training programme – continuation of the programme into 2014/15 • Attendance of Special Educational Needs Coordinators (SENCOs) at the Islington Early Years 	<p>Nikki Mellor, Early Years Advisory Teacher (NM) – Private Voluntary and Independent (PVI) Settings</p> <p>John Hutchings, Educational Psychologist (JH) – CASS</p>	March 2015	<p>The training sessions have been very useful and need to continue:</p> <ul style="list-style-type: none"> • Audit SEND training needs with managers and SENCO’s in all early years settings. • Offer a staff meeting 	<p>Review Jan to Feb 2015</p> <ul style="list-style-type: none"> • In progress • Long established Advisory Teacher retired in July 2014, replacement assumed responsibilities in Sept 2014 • City of London Early Years

Task	How	Who	By When	Actions & Resources	Monitoring and Updates
Disabilities (SEND).	<p>SENCO Forum</p> <ul style="list-style-type: none"> • Development of 2-year-old reviews to support early identification. • 1 annual day's training for behaviour coordinators • A annual day's training for SENCOs 	<p>Child and Family Centre (CASS)</p> <p>Alice Taylor-Rugman, Advisory Teacher / EY Area SENCo (AT-R) from Sept 2014</p>		<p>session to all Early years settings (to include all staff including ancillary staff) on the ways to support any child they have concerns about so all staff develop/share their knowledge. Would be good to have sessions on food and exercise.</p> <ul style="list-style-type: none"> • Continue to attend Islington SENCO Forum • Proactively work with settings to develop their understanding, systems and capacity on SEND. 	<p>Forum took place on 1st April. Jacqueline Wye attended to raise awareness of the SEND reforms to early years (EY) practitioners</p> <ul style="list-style-type: none"> • Training Programme in progress, delivering bespoke training to early years settings • Attendance at Islington EY Area Forum by NM – AT-R to take over as Area SENCo from Sept 2014 • Review of 2 year old provision under way in line with the 2 year old provision of places to vulnerable groups.
2. Use the Early Support Framework as a model of excellent practice within Children Centres to enable the early identification of SEND and provide local support for families.	<ul style="list-style-type: none"> • Review of Early Support books given to PVI settings • Review of the use of Early Support materials 	<p>NM - PVI settings</p> <p>JH - CASS</p> <p>Andy Dobson, CASS Children Centre Manager (AD)</p>	March 2015	<ul style="list-style-type: none"> • Continue to work with settings to develop their understanding using resources like The learning Outcomes/"Development Matters" and other resources. • This will focus on the area/s of concern to enable settings to observe the child's 	<p>Review Jan to Feb 2015</p> <ul style="list-style-type: none"> • Scheduled for early 2015.

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Actions & Resources</i>	<i>Monitoring and Updates</i>
				specific development within the context of their overall development.	
3. Use the Common Assessment Framework (CAF) to support a more holistic assessment to address needs of children in the early years.	<ul style="list-style-type: none"> Regular strategic review at the Early Intervention and Prevention (EIP) Sub group Launch of the EIP framework and Early Help agenda 	NM Interim EIP Lead, Lisa Pitters (LP) EIP Lead, Jackie Frisby (JF)	March 2015	<ul style="list-style-type: none"> Work with EIP group pro-actively on identifying children from the early years to Year 1. Develop our understanding of how early years practitioners and partners working with these practitioners work within the emerging new CAF/Early Help framework. 	Review Jan to Feb 2015 <ul style="list-style-type: none"> In progress EIP Sub group and Children's Executive Board (CEB) meet regularly The EIP Strategy is currently being developed The Pre-CAF Checklist / referral system is being used to initiate support and is being successfully followed through. Speech and Language Therapy services are involved in Multi-agency Practitioner meetings.
4. Review assessment strategies in the early years in line with identified best practice.	<ul style="list-style-type: none"> Delivery of Quality, Improvement and Inclusion training programme – continuation of the programme into 2014/15 The early identification of children's individual needs through regular contact with the early years settings Develop the 2-year-old 	Advisory teacher - PVI settings JH – CASS AD	Sept 2014 & on-going	<ul style="list-style-type: none"> Continue to support the development of good practice in the identification of SEN in PVI settings. Carry out a yearly audit of settings every September to assess training needs and 	Review March 2015 <ul style="list-style-type: none"> In progress Training programme has continued from the 2013/14 year into the 2014/15 year and is well attended Advisory Teacher attends settings each term to support

Task	How	Who	By When	Actions & Resources	Monitoring and Updates
	review in PVI settings as an effective assessment process in all early years settings.			follow up “housekeeping” visits to assess how practice has been embedded	staff in learning how to identify the needs of children early. This is also supported by the training programme <ul style="list-style-type: none"> Review of 2 year old provision under way in line with the 2 year old Free Entitlement offer.
5. Produce/strengthen guidelines for working with parents of very young children.	<ul style="list-style-type: none"> Solihull training for practitioners working directly with families and the 0 to 2 year olds Regular outreach to families, through the Family and Young People’s Information Service (FYI Service), Health visiting and Children’s Centre Health visiting for City families, based at the Neaman Practice Structured Conversation – Achievement for All Programme (increasing parent participation with schools) 	NM, Gerald Mehrrens, Education and Early Years Manager (GM), AD Georgina Poullais, Family Support Worker (GP), Angela Lancaster, Health Visitor Manager (AL), Najma Baig, Outreach and Information Officer (NB)	March 2015	<ul style="list-style-type: none"> Continue to work with parents to improve early identification of needs in different environments such as libraries and children’s centres 	Review Jan to Feb 2015 <ul style="list-style-type: none"> Scheduled for early 2015. Practitioners trained in the Solihull Approach and undertaking reviewing the impact.
6. Ensure the best training on SEND for early years’ practitioners.	<ul style="list-style-type: none"> Delivery of Quality, Improvement and Inclusion training programme – continuation of the programme into 2014/15 	NM, Workforce Development Lead	March 2015	<ul style="list-style-type: none"> Offer training for staff at staff meetings on referencing specific children with SEND 	Review Feb 2015 <ul style="list-style-type: none"> In Progress – SEND key worker training to be developed

Task	How	Who	By When	Actions & Resources	Monitoring and Updates
	<ul style="list-style-type: none"> • Staff practitioner attendance at the Islington SENCO Forum • Early Language development Programme • Regular visits to the early years settings by the Early Years Advisory Teacher 	(WDL) AT-R KH		<ul style="list-style-type: none"> • See above • Continue to role model practice to enable them to see what is being suggested in order to understand what is being asked of them. 	<ul style="list-style-type: none"> • Training programme has continued from the 2013/14 year into the 2014/15 year and is well attended • An early years forum was held on 1st April 2014 to discuss the forthcoming SEND reforms and changes to the legislation around SEN support • Regular termly visits are made to each setting
7. Promote more effective communication and coordination between services.	<ul style="list-style-type: none"> • FYI Service • Strategic Communications • Targeted Education Resources Panel • Health and Wellbeing Board • Clinical Commission Group 	Kaimi Ithia, Strategic Communications Manager (KI), Will Cooper, FYI Service Manager (WC), Kirstie Hilton, Family and Young People's Service Projects Manager (KH) Farrah Hart, Healthy City Development Manager (FH) Lorna Corbin, Commissioning and Performance Manager -	Sept 2014	<ul style="list-style-type: none"> • Review all communication channels to ensure that the right people are getting up to date messages • To utilise the FiSD to develop and communicate the Local Offer to City residents 	Review Feb 2015 <ul style="list-style-type: none"> • In progress – needs to be developed further • The Local Offer went live on Friday 29 August with around 14 live records. • The number of records has grown steadily since but the majority of providers have so far still not returned the questionnaire and is now being followed up by personal contact to encourage responses. • As at 20 January there are 154 providers listed in the Local

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Actions & Resources</i>	<i>Monitoring and Updates</i>
		Public Health (LC)			Offer. <ul style="list-style-type: none"> • There has been a total of 83 user sessions on the Local Offer web page since it launched. 74% of these have been new users.

2. Priority: To ensure **families have confidence** in the professionals supporting their child’s learning and care.

Success Criteria:

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Actions and Resources</i>	<i>Monitoring and Updates</i>
1. Increase the opportunities for parents to participate in decisions in relation to changes to policy, strategy or service delivery	<ul style="list-style-type: none"> • Support from the Bromley and Bexley Parent Participation Officer • To run an informative workshop for families on the SEND reforms • Creation of a working subgroup for parents to be fully involved in the design of services • To find creative ways of encouraging the engagement of families in decision making 	KH, GM, JH Kay Moore, Parent Participation Officer, Pathfinder Champions (KM)	July 2014	<ul style="list-style-type: none"> • Commitment from Senior Officers and changes to the current infrastructure on how families are involved in decision making 	Review Feb 2015 <ul style="list-style-type: none"> • In progress • Meeting with parents including presentation by Bromley Parent Participation Officer held on 2 July – further meeting held on 16 September 2014. • Parent group established. Meetings will be held half termly. The first meeting in September was well attended, with 50% of parents of pupils with current statements of SEN. • Next meeting scheduled for early February. • Parents consulted about EHC

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<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Actions and Resources</i>	<i>Monitoring and Updates</i>
					<p>Plan and Transition process on phone and at Parent Forum on 16 September 2014.</p> <ul style="list-style-type: none"> • EHC template signed off by the DfE and the Learning Trust. • Parent Forum will address transitions and preparing for adulthood. • Independent Supporter has been identified to support local families and young people. This service is being provided to the City by KIDS. A representative will be attending the parents Forum in February.
<p>2. Ensure parents contribute to the decisions made about their child and are confident that the right support, at the right time will be available</p>	<ul style="list-style-type: none"> • To develop and embed a Person Centred Process • To introduce key working 	<p>GM, NB, JH</p>	<p>Sept 2014</p>	<ul style="list-style-type: none"> • To develop the role of 'key working' across services • To develop assessment and planning pathways • To identify Who the key workers are? What is their role? What training will key workers need to have? 	<p>Review Feb 2015</p> <ul style="list-style-type: none"> • In progress • Two EHC Needs assessments were initiated in the autumn term and one EHC plan has been issued within statutory timescale. The second is still in progress and is on track to be completed within the statutory timescale. • A further EHC plan has been issued following a statutory assessment. • Key Worker and support for families identified. Assessment and planning

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Actions and Resources</i>	<i>Monitoring and Updates</i>
					<p>pathways have been developed and are being trailed</p> <ul style="list-style-type: none"> • Work in progress to define the role of key working and a key working policy is being developed. • Tower Hamlets Parents and Young People Information, Advice and Support Service provide impartial support and advice for City families. • Independent Supporter has been identified to support local families and young people. This service is being provided to the City by KIDS. A representative will be attending the parents Forum in February.
3. Ensure parents and schools know about the range of provision in the City to support children with SEND	<ul style="list-style-type: none"> • Development of the Local Offer 	GM, KH, Andy Beckett, SEND Consultant (AB) WC, Katherine Doyle, Local	Sept 2014	<ul style="list-style-type: none"> • One to one support day with Bexley • Develop a vision for the local offer • Audit services currently available with partners • Decide on the design of the local offer and 	Review Feb 2015 <ul style="list-style-type: none"> • The Local Offer went live on Friday 29 August with around 14 live records. This number has grown steadily since but the majority of providers have so far still not returned the questionnaire.

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Actions and Resources</i>	<i>Monitoring and Updates</i>
		Offer Lead, Homerton University Hospital NHS Foundation Trust, (KD)		commission a web design team to support this	Parents and providers (schools etc.) are invited to pass feedback on it.
4. Improve communication with parents and carers	<ul style="list-style-type: none"> • FYI Service • Strategic Communications 	WC, KI	Sept 2014	<ul style="list-style-type: none"> • Utilise current systems to improve communication pathways for families of children with SEND 	Review Feb 2015 <ul style="list-style-type: none"> • In progress • The Local Offer went live on Friday 29 August with around 14 live records. This number has grown steadily since but the majority of providers have so far still not returned the questionnaire. • Parents Forum in place.
5. Work with schools and settings to ensure that parents receive quality information on the progress and attainment of their child.	<ul style="list-style-type: none"> • To work with schools and settings where City children and young people with SEND attend 	JH - CASS, (with Yvonne Caunter, SENCo (YC)) Sir John Cass's Foundation Primary School (SJC) and other schools NM – PVI settings	July 2015	<ul style="list-style-type: none"> • Support SJC to develop their skill and effectiveness in working with babies to 5 year olds • Audit early years settings on their working practices with parents on the development of their children. Use the results of this audit to target support. 	Review Feb 2015 <ul style="list-style-type: none"> • Scheduled for review in early 2015.

Task	How	Who	By When	Actions and Resources	Monitoring and Updates
6. Ensure that reports and information from professionals are written in plain English and where necessary available in a range of languages and formats.	<ul style="list-style-type: none"> • FYI Service • Strategic Communications 	WC,	July 2015 & on-going	<ul style="list-style-type: none"> • Commission expert advice on ensuring that all reports / information available to families is written in plain English 	Review Feb 2015 <ul style="list-style-type: none"> • Scheduled for early 2015.
7. Publicise case studies about different types of SEND to reassure parents can develop support networks where possible	<ul style="list-style-type: none"> • Identify good working practice • FYI Service • Strategic Communications 	WC, KH	July 2015	<ul style="list-style-type: none"> • To identify individual case studies and make them available to families • Consult with families and develop networking for families of children with SEND 	Review Feb 2015 <ul style="list-style-type: none"> • Scheduled for early 2015.
8. Develop an increased range of parent communication channels e.g. coffee mornings, face to face meetings	<ul style="list-style-type: none"> • Introduce parent champions • FYI Service • Strategic Communications 	WC,	July 2015	<ul style="list-style-type: none"> • Explore the need and demand for a parents self-help group and help develop such a group if needed. 	Review Feb 2015 <ul style="list-style-type: none"> • Scheduled for early 2015.

3. Priority: To improve learning and life **outcomes** for children and young people with SEND

Success Criteria:

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
1. Commission specialist provision to support pupils with the most complex needs; including behaviour	<ul style="list-style-type: none"> • Allocation of resource through the Targeted Education Resources Panel (TERP) • Joint commissioning with the City of London's Clinical Commissioning Group (CCG) • Improve better understanding of commissioning process – smart commissioning with the Transactional Buying Team • Reviewing tripartite funding arrangements • Establish close links with the Health and Wellbeing board 	<p>Sarah Greenwood, Commissioning and Contracts Manager (SG),</p> <p>Dawn Jarvis, CCG Programme Lead (DJ)</p> <p>FH</p> <p>LC</p>	Sept 2014	<ul style="list-style-type: none"> • Work with health and social care to establish joint commissioning arrangements through the City's CCG and links with East London and City NHS 	<p>July 2014</p> <ul style="list-style-type: none"> • In progress • Representative attends the SEND Implementation Sub Group • Currently reviewing the Terms of Reference of the TERP to include health reps • Health representative attending TERP. • Links made with City and Hackney CCG and Hackney LA and meetings established.
2. Monitor and evaluate the impact of SEND services that are commissioned	<ul style="list-style-type: none"> • Establish processes within the Commissioning and Performance team to effectively monitor the outcome of service delivery 	SG	Sept 2014	<ul style="list-style-type: none"> • Commissioning and Performance team to develop and embed monitoring arrangements 	<p>Review Jan to Feb 2015</p> <ul style="list-style-type: none"> • In progress – further development needed • There are two services currently managed by this team that relate to SEND: personal budgets and the Youth and Play contract (covering the IAG Service) • Discussions have taken place with Prospects in relation to their involvement in the EHC Plans

Task	How	Who	By When	Resources	Monitoring and Updates
					<ul style="list-style-type: none"> Discussions have taken place around incorporating the City's contract with Penderels to include the administration of SEND personal budgets
3. Work with schools that have City children and young people with SEND to improve outcomes and skills, as required	<ul style="list-style-type: none"> To work with SJC and target other schools where City children attend to ensure that educational attainment is monitored Monitor progress 	JH, YC	July 2015	<ul style="list-style-type: none"> To attend regular meetings with SJC on the monitoring of children with SEND (those who are and who are not stated) 	Review Feb 2015 Monthly meetings <ul style="list-style-type: none"> Scheduled for early 2015.
4. Improve City provision for children and young people with SEND	<ul style="list-style-type: none"> Review the effectiveness of SEN arrangements in all settings and improve where necessary 	GM Targeted Education Resources Panel (TERP)	July 2015	<ul style="list-style-type: none"> For the TERP to be fully aware of its responsibility and to ensure that its terms of reference reflects this 	<ul style="list-style-type: none"> Scheduled for early 2015. Headliners commissioned to work with City Gateway to consult young people and parents on provision
5. Work jointly with families and schools to address the needs of children with complex learning and behavioural needs	<ul style="list-style-type: none"> Continue established practices Work within the Early Intervention and Prevention framework to ensure integrated working and multi-agency working Use of the Pre-CAF checklist 	GM, TERP, LP JF	July 2015	<ul style="list-style-type: none"> Further embed early intervention and prevention work with the new EIP Lead 	Oct 2014 <ul style="list-style-type: none"> Scheduled for review in early 2015.
6. Develop good practice in	<ul style="list-style-type: none"> Learn from the experiences of Adult Social Care and 	JH,	Sept 2014	<ul style="list-style-type: none"> Explore with Adult Social Care what 	Review Feb 2015

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
personalised planning	their implementation of personal budgets <ul style="list-style-type: none"> • Endorse Person-Centred Planning 	Marion Willicome-Lang, Adult Social Care Manager (MW-L)		arrangements are currently in place to implement personalisation. Ensure lessons learned	<ul style="list-style-type: none"> • In Progress • Discussions have taken place with ASC around their current arrangements for managing personal budgets • Definition of Personal Budget produced and published on web site.
7. Identify training and support needs on specific disabilities such as Autism and Dyslexia	<ul style="list-style-type: none"> • Training to the Children and Families Team and wider services including schools 	WDL, JH	July 2015	<ul style="list-style-type: none"> • Training for multi-agency staff to work with young people with SEND through the projects they are organising. • Specific disabilities need to be covered in EY SEND training, staff meetings, Saturday training, etc. 	Review Feb 2015 <ul style="list-style-type: none"> • Scheduled for early 2015.
8. Actively promote the inclusion of children and young people with SEND in mainstream settings where appropriate	<ul style="list-style-type: none"> • Allocation of resource through the TERP • Review of Terms of Reference and Governance arrangements to include additional members to the Panel 	GM, TERP	March 2015	<ul style="list-style-type: none"> • To review all statements of SEN and placements of children and young people 	Review Sept 2015 <ul style="list-style-type: none"> • In progress – further development needed • Conversions of all SEN statements to EHC Plans to include person-centred planning • Plan of all conversions in

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
					place and to be completed by December 2015.

4. Priority: To support children and families at each **transition** point.

Success criteria:

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
1. Work with settings and schools to ensure that effective and supportive 'Person-Centred' transition plans are in place	<ul style="list-style-type: none"> Review the transition planning in line with the new SEND reforms Review transition plans at different transition points, including: EY to Primary; Primary to Secondary; and In year 	GM, JH, TERP	March 2015	<ul style="list-style-type: none"> This is a priority for PVI settings to ensure effective transition from early years to Reception class Attend all annual reviews at transition points and work with schools to ensure that transition plans are in place 	Review Jan to Feb 2015 <ul style="list-style-type: none"> In progress – building on current best practice All Annual reviews where required are attended by City Officers Families are supported through key transition points (EY to primary / primary to secondary, and children to adult services) to ensure key information is updated on statements / plans and appropriate schools are resourced
2. Ensure the 14+ Annual Review and Transition Plan supports the child	<ul style="list-style-type: none"> Review 'preparing for adulthood' transition processes Link with SEND reforms and 	Kim Watson, Participation Adviser, Prospects (KW),	March 2015	Work with the Careers adviser to ensure 'person centred' planning is in place for all young people	Review Jan to Feb 2015 <ul style="list-style-type: none"> In progress All Year 9 annual reviews

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<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
from school into adulthood involving all relevant partners and professionals	guidance <ul style="list-style-type: none"> • Review links with Information, Advice and Guidance (IAG) Service, Prospects Careers Advice Plus 	KH JH		in Year 9 and Year 11 Introduction of an Education Health and Care (EHC) Plan where applicable	attended by City Officers and IAG worker <ul style="list-style-type: none"> • IAG advisor fully aware of reforms and review of current contract taking place to ensure that support is available in line with the new Reforms
3. Ensure a joined up approach from school to post school settings	<ul style="list-style-type: none"> • Review the finance process and funding for young people with SEND moving on to further education • Ensure that Section 139 assessments (soon to be replaced by EHC Plans) are updated and relevant to young people moving on to Further Education 	KW, KH TERP	March 2015	<ul style="list-style-type: none"> • To begin to review all young people in Year 11 with a Statement of SEN who may/will require an EHC Plan 	Review Jan to Feb 2015 <ul style="list-style-type: none"> • In progress – further development required • Conversion timetable in place detailing when LDAs will be replaced by EHC Plans

5. Priority: To develop new ways of **multi-agency working** which reflect the Government's plans for reforming the SEND system

Success criteria:

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
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Task	How	Who	By When	Resources	Monitoring and Updates
1. Improve the Statutory Assessment process; develop joint working between education, social care and health	<ul style="list-style-type: none"> Establish a multi-disciplinary working group as a sub group of the Children's Executive Board (CEB) to work specifically on the SEND reforms. Proposed name of SEND Implementation Board (SIB) Establish the Core Group early on 	JH, KH, 'SEND Implementation Sub-group'	April 2014	<ul style="list-style-type: none"> To organise a working group, as a subcommittee of the CEB to drive forward the SEND reforms and to ensure joint working from education, health and social care 	Review Sept 2014 <ul style="list-style-type: none"> In progress SEND Implementation Sub-group established and reporting progress to the CEB Core group, made up of parents / carers being held every 2 months Health representative attending TERP
2. Work with partners to reduce the time taken to complete the Statutory Assessment Process by 6 weeks	<ul style="list-style-type: none"> Review the current timeline Strengthen the monitoring process 	JH, KH	Sept 2014	<ul style="list-style-type: none"> Review the SA process and timeframes Work to develop a 20 week timeframe 	Review Feb 2015 <ul style="list-style-type: none"> In progress Process detailing the 20 week timeframe has been drafted and currently being trialled on new cases
3. Ensure that support received by the child and their family is brought together in a single holistic plan which is clear and easy to understand	<ul style="list-style-type: none"> Develop an EHC Plan to be used by all ages, which is person centred and designed in accordance with parent/carer views Design of plan overseen by the SEND Implementation Board 	JH, KH	March 2015	<ul style="list-style-type: none"> To work with Hackney LA including Health partners to develop a joint EHC Plan To consult with families and partners on the content and lay out of the plan 	Review Feb 2015 <ul style="list-style-type: none"> In progress Health reps currently attend the SEND Implementation Sub-group Parent / carer forum established to enable full consultation – being held

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
					every 2 months
4. Trial a new single plan with particular groups of children and young people with SEND	<ul style="list-style-type: none"> • Work with other Services and parents and carers to identify a case 	JH	March 2015	<ul style="list-style-type: none"> • Identify and work with a particular family to trial the new EHC Plan 	Review Feb 2015 <ul style="list-style-type: none"> • In progress • An EHC plan has been issued following a statutory assessment. • A draft EHC plan has been issued following a conversion of a statement
5. Work with health partners and social care to make joint planning less complicated and more efficient for Looked After Children (LAC) and those with SEND	<ul style="list-style-type: none"> • To be overseen by the SIB • To develop the Personal Education Plan process 	KH, Pat Dixon, Children and Families Social Care Service Manager (PD), Siobhan Curry – EHC Plan and single assessment plan group lead, Homerton University Hospital NHS Foundation Trust (SC)	Sept 2014	<ul style="list-style-type: none"> • Attendance at City and Hackney Health group developing the EHC plan and single assessment. 	Review Feb 2015 <ul style="list-style-type: none"> • In progress • All areas represented at the SEND Implementation Sub-group meeting • Representatives from ASC and the Children and Families team attend the TERP meetings • Currently reviewing the Terms of Reference of the TERP to include health reps • The City's EHC Plan template has been agreed by the CCG

6. Priority: To develop the best systems possible for implementing all national reforms

Success criteria:

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
1. Engage with national and regional support networks in implementing reforms and developing good practice	<ul style="list-style-type: none"> • Regular attendance by all partners where possible at the pathfinder champion events and thematic workshops • Organise the 1-2-1 support day with the Pathfinder Champions • Establish a working group (the SIB) to oversee all developments in line with the SEND reforms – as a sub group of the CEB • Enlist the help of Bromley and Bexley Parent Participation Officer to support the City in developing creative ways to engage parents 	SEND Implementation Board, Bromley/Bexley LA, KM	April 2014	<ul style="list-style-type: none"> • To attend all workshops where applicable • Organise a 1-2-1 support day with Bexley LA to deliver on areas of support, including the local offer and joint commissioning • Establish the SIB 	Review Feb 2015 Monitoring of the SIB to take place at CEB meetings <ul style="list-style-type: none"> • In progress • Pathfinder champion events attended by City officers and parent over last 6 months • 1-2-1 support day on 24/03/2014 • Another 1-2-1 support day to be organised in next 3 months • SEND Implementation Sub-group established • Bromley and Bexley Participation Officer attended the City's first parent/carer forum meeting in July 2014
2. Identify partners to work with on developments	<ul style="list-style-type: none"> • Create a Stakeholder map to identify partners and maximise engagement • Confirm designated leads for 	TD, DJ	April 2014	<ul style="list-style-type: none"> • For individual leads to identify key partners to be involved in the implementation of 	Review December 2015 <ul style="list-style-type: none"> • In progress – further development needed

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
where appropriate	<p>all agencies – Hackney Arc, school etc.</p> <ul style="list-style-type: none"> Organise a workshop for parents/carers (one during the day and one in the evening) to attend to raise awareness and provide information on the SEND reforms Raise awareness of the SEND reforms with the Health and Wellbeing Board Engagement of young people through City Gateway and the 'YES' group 	<p>KH, JH, FH, Youth Services – City Gateway / Prospects / 'YES' Group, Sir John Cass's Foundation Primary School (SJC), CASS and PVI settings</p>		<p>the reforms</p> <ul style="list-style-type: none"> Organisation of a workshop for City families to attend to gain awareness of the SEND reforms and how the reforms may affect them Work with City gateway through the launch of the Participation Strategy to engage and consult with City young people with SEND Invitation to parents to form part of the SIB – identify if training is required 	<ul style="list-style-type: none"> Representatives from key agencies are attending the SEND Implementation Sub-group A parent / carer forum has been set up to raise awareness of the reforms but also to consult on key processes / pieces of work Limited progress on engagement with children/young people however, Discussions are taking place about the best way to consult with young people and parents on provision to ensure that this meets their needs.
3. Ensure that the SEND workforce is supported to deliver changes through good communication, awareness raising, training and support	<ul style="list-style-type: none"> Workforce Development Strategy to identify key learning for staff Employment of a Workforce Development Lead Delivery of Quality, Improvement and Inclusion training programme – continuation of the programme into 2014/15 Communication through 	<p>WDL, KI, WC</p>	Sept 2014	<ul style="list-style-type: none"> Raise awareness of the SEND reforms with PVI settings managers and SENCOs Develop an Early Years and Child care forum, (EYCF) in March or April to link into Area Early Years developments (invite 	<p>Review Feb 2015</p> <ul style="list-style-type: none"> In progress – further development needed Workforce development programme established in DCCS – more work is needed to identify workforce needs in relation to SEND across children's services.

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
	<p>strategic channels and FYI Service</p> <ul style="list-style-type: none"> • Support on developing the local offer with SJC 			<p>Jacqueline Wye as guest speaker)</p> <ul style="list-style-type: none"> • Develop processes and guidance for early years settings to follow the 0-25 EHC assessment and planning process. • Establish the training and support needs of staff working at SJC • Services to commit staff to attend at training and events 	<ul style="list-style-type: none"> • Training programme for 2014/15 in place but requires development to include SEND key worker training • City Officer working with the SJC school to develop the school's local offer • The Local Offer went live on Friday 29 August with around 14 live records. This number has grown steadily.
4. Establish strong joint commissioning processes to ensure that the needs of Education Health and Care Plans are met to a high standard and to achieve integration of delivery	<ul style="list-style-type: none"> • Develop a thorough understanding of the joint commissioning process and the roles of each service in this (Health, Social Care, Education) • Training on Strategic Commissioning • TERP to act as allocation of resource and make decisions on placements • Development of a co-produced EHC Plan, and trialling the new single plan with particular groups of children and young people with SEND 	<p>SG</p> <p>KH,</p> <p>GM,</p> <p>DJ,</p> <p>LC</p> <p>JH,</p> <p>TERP</p> <p>Simon Cribbens, Policy Development Manager - Housing and Social Care</p>	Sept 2014	<ul style="list-style-type: none"> • To establish what joint commissioning is currently taking place by the CCG • To make contact with Dawn Jarvis, City and Hackney NHS to identify the next steps and processes involved with joint commissioning • To develop a blueprint for joint commissioning to ensure assessment, 	<p>July 2014</p> <ul style="list-style-type: none"> • In progress – further development needed • City officers are more aware of commissioning processes within different agencies • Representatives from the CCG attend the SEND Implementation Sub-group meetings • Current review of TERP Terms of Reference to widen membership to CCG/Health. • City EHC Plan Template

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
		(SC)		planning and support processes with health partners and the Children and Families Team	signed off' by the DfE as compliant with the Code in October 2014. First draft Plan presented to Targeted Education Resources Panel in November 2014 and issued in January within statutory timescale.
5. Develop a Local Offer that is co-produced with parent, carers and young people to ensure that it is informative and helpful and reflects local needs	<ul style="list-style-type: none"> Establish SIB to oversee all developments – possible a sub group of the CEB Engagement of young people through City Gateway and the 'YES' group Support from pathfinder champions and examples of other local offers currently in development Development of school-based local offer linking into the LA local offer Establish platforms and media to promote the local offer Establish any supporting IT or content management systems – FiSD Establish processes for publishing and maintaining accurate and up to date information 	KH, Gerard Loughran, Head teacher SJC (GL) GM, SEND Implementation Board, Pathfinder Champions: 1-2-1 Support Day, JH – SJC, WC Katherine Doyle, Local Offer Lead, Homerton University Hospital NHS Foundation Trust (KD)	Sept 2014	<ul style="list-style-type: none"> Identify gaps in local provision including training Attendance at City and Hackney Health group developing the local offer Establish the SEND Implementation Board (SIB) Organise a 1-2-1 support day with Bexley LA to deliver on areas of support, including the local offer and joint commissioning Development of webpages – additional capacity required Publication of a local 	July 2014 <ul style="list-style-type: none"> In progress – further development needed Local Offer questionnaire was distributed to around 200 organisations. The Local Offer went live on Friday 29 August with around 14 live records The number of records has grown steadily since but the majority of providers have so far still not returned the questionnaire and is now being followed up by personal contact to encourage responses. As at 20 January there are 154 providers listed in the Local Offer.

<i>Task</i>	<i>How</i>	<i>Who</i>	<i>By When</i>	<i>Resources</i>	<i>Monitoring and Updates</i>
				offer	<ul style="list-style-type: none"> • There has been a total of 83 user sessions on the Local Offer web page since it launched. 74% of these have been new users. • The launch of the Local Offer was publicised on the City of London website and through FYi's social media channels. • The Local Offer links to pages of information content on the City of London website that describes services such as personal budgets and Short Breaks provision. • Discussions are taking place about the best way to consult young people and parents on provision to ensure that this meets their needs?

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